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ABSTRACT

This guide is a collection of 35 model units of instruction for grades 7-12 that has been developed to illustrate the relationship between information skills and the curriculum. Each unit includes goals, learner outcomes for the content, information skills areas, student activities, and an evaluation plan. Teaching methods include simulations, games, and independent study projects; a current events unit includes an introduction to online searching. It is suggested that teachers and library media specialists cooperate to adapt and execute these units and design other units and activities that integrate information skills with classroom content in a variety of disciplines. Appendixes include a flowchart for planning integrated units; a form for assessing the curriculum involvement of the library media center; and a form for evaluating a unit to be completed by the teacher. (CGD)

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STACKS

Activities for the library media center and classroom

7-12

OKLAHOMA
STATE DEPARTMENT
OF EDUCATION
John M. Folks
State Superintendent of
Public Instruction

Oklahoma City, Oklahoma

1988

This publication, printed by the Graphics Division of the Oklahoma State Department of Vocational and Technical Education, is issued by the Oklahoma State Department of Education, as authorized by John M. Folks, State Superintendent of Public Instruction. 4,000 copies have been prepared and distributed at a cost of $13,117.64. Date 3-3-88. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. — 88-005510

FOREWORD

Social and technological change is occurring so rapidly that it is hard to anticipate the knowledge and skills that will be needed in the future. Students preparing for the twenty-first century must have basic knowledge, but they must also have the opportunity to learn to think critically and creatively, to solve problems, to manage information, and communicate effectively. This guide has been developed to illustrate the interrelationship between these skills and the curriculum. It is a fact that students learn better, and more, when information skills are presented as a part of the regular instructional program. For example, math students may learn where to find accurate, up-to-date statistics as they study ways to present statistics effectively or they may learn where to find artistic criticism as they study art history.

New technology has contributed to the ocean of information now available, but it has also given us new tools to use in locating and selecting valid materials from a variety of sources. The source may be a book in the school media center, but it may be on microfiche or accessed from an online database. Students who become proficient in information skills will be able to use these skills to solve problems and make informed decisions throughout their lives.

John M. Folks

John M. Folks
State Superintendent

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INTRODUCTION

Todays library media specialists are actively involved in the teaching and learning process as they work cooperatively with teachers to plan and implement units of instruction which include information skills. Information skills are the skills for locating, evaluating, organizing, and presenting information.

It is no longer enough to teach "how to use the library." When library skills are taught as a separate class or unit, students may acquire skills, but are often unable to apply those skills to regular classroom or life experiences. By incorporating information skills into the curriculum mainstream, students are more able to see their relevance.

This guide is a collection of model units for grades 7-12. A variety of disciplines are represented; units are designed to be taught cooperatively by library media specialists and teachers. Each unit lists goals, learner outcomes for the content and information skills areas, students activities, and an evaluation plan. Learner outcomes listed for these units are from the *Information Skills Chart* and the *Learner Outcome* guides available from the Oklahoma State Department of Education.

We hope this guide will be a spring-board for creative teaching. Teachers and library media specialist are encouraged to cooperatively adapt and execute these units and to design other units and activities which integrate information skills with classroom content.

MATHMATTERS IN THE LIBRARY MEDIA CENTER

GOAL: To provide suggestions of how media center resources and information skills can be incorporated in math classes.

EMPHASIS GRADE LEVEL(S): 7-12

SUGGESTED LEARNER OUTCOMES

Content Area: Mathematics	Information Skills
The student will:	The student will:
1. Interpret graphs and will construct graphs from given data.	1. Use the decimal extensions in numbers to locate specific information.
2. Define mathematical terminology.	2. Locate reference material related to subject area or course.
3. Solve word problems.	3. Store and retrieve information in a microcomputer database.
	4. Report and present information in a variety of ways.
	5. Evaluate and use mass media as a source of information.
	6. Independently use the school library media center catalog.
	7. Interpret statistical information from specialized reference sources.
	8. Use computer technology as a learning tool.

ACTIVITIES:

1. Prepare a list of famous mathematicians. Students select three to five names from the list. Using various biographical resources such as *Webster's Biographical Dictionary* and *The McGraw-Hill Encyclopedia of World Biography*, have students research the mathematicians' major accomplishments, years they lived, etc.

2. Reinforce mathematics vocabulary through stories behind the terms, associating the terms with their unique histories. Introduce and review the use of several word history reference sources to find the key concept words in the discipline being studied. Suggested sources: *Words from History* and *Words of Science* by Isaac Asimov, *Our Language, the Story of the Words We Use* by Eloise Lambert, and *Dictionary of Word and Phrase Origins* by William and Mary Morris.

   Example: Calculate: In Ancient Greece, small pebbles were used for counters as the mathematician used an abacus for mathematical reckoning. The word for pebble was calculus; thus our word calculate, although we no longer use pebbles. After several examples of word origins have been given have students explore the word history sources to discover other terms such as: algebra, fraction, geometry, parallel, circle, etc.

3. Introduce mathematics language as a part of everyday life using the newspaper.

   a. Students collect newspaper or magazine clippings in which the language of mathematics is used--for example, comparison of numbers, statistics or metric equivalents. Paste the clippings on construction paper or tagboard. Underline each mathematical term and print the word near the position in the article.

   b. "Mathmatters Scavenger Hunt: (included in unit): Students may work individually or in small groups. Each student or group is given a newspaper and a list of the items to be found in the hunt. (Items may be changed or added depending upon student levels and interests.)

   c. Geometry and the newspaper: Using a newspaper students search for different geometric shapes and find as many shapes as possible. Name and cut out each shape and make a booklet. Find the proper name for each of the shapes.

   d. Graphing and the newspaper: Make a graph to determine which letters of the alphabet occur most frequently. Select one column and count the number of times each letter is used.

   Bulletin Board Idea: "Everyday Math Talk" Cut out letters from the newspaper for the title. Display examples on the board such as: TAXPAYER PROTESTERS NEED 35,000 SIGNATURES, ANNUAL SALES RISE 8%, UTILITY URGING DELAY IN USE OF NEW RATES, 2 MARATHON WINNERS TAKE ON THE MISSISSIPPI, RECORD HIGHS SCORCH MIDWEST STATES.

4. Increase student ability in comparing, evaluating, and making judgments using "Better Busy, Better Business" learning center. Collect sales ads for the same item from different stores in newspapers, magazines and sales pamphlets.

Example: Store A is advertising a camera, and Store B has the same camera on sale. Competing ads for at least 12 nonfood household items are needed. Mount each ad on a 3" x 5" card. Mark each pair with a (+) on the back of one card and a (-) on the back of the other card, indicating which is the better buy. Prepare a pocket folder marking the left pocket "Rejected Items" and the right pocket "Shopping List." Attach an envelope labeled "For Sale" above the left-hand pocket to hold the 3" x 5" item comparison cards. Students go on a shopping spree choosing between the pairs of advertised items, making selections of superior quality or quantity. Best-buy cards are placed in the "Shopping List" pocket and the other cards in the "rejected items" pocket. When the activity is completed the student checks his/her selections against the pluses (+) and minuses (-) on the backs of the cards and discusses the discrepancies.

5. Students will become aware of various math related careers using alternate and specific materials, including periodicals (e.g., career files, *Career World*, *Occupational Outlook Handbook*, *Oklahoma View*, *Dictionary of Occupational Titles*.)

6. Students will prepare a media presentation describing the effects of mathematics on their daily life.

7.

MATHMATTERS NEWSPAPER SCAVENGER HUNT

Locate each of the following in a newspaper. Record the example of each item in the space at the left.

1. Fraction
2. Mixed number
3. Decimal
4. Number written in words
5. Percent
6. Time
7. Graph
8. Number between 100 and 1,000
9. Number greater than 10,000
10. Warm and cold temperatures
11. Amount of money over $10
12. Prime number above 10
13. Date (day, month, and year)
14. Metric term
15. Telephone number whose digits total 40
16. Measurement of area
17. Measurement of length

8. Discover how the knowledge of math is important to the following careers. Use the reference section, career books, and/or interviews with individuals in those careers to help you. Present the information you find in a creative way.

MATH IN CAREERS

Accountant
Actuary
Aeronautical Technician
Aerospace Engineer
Air Traffic Controller
Architect
Architectural Technician
Astronomer
Auditor
Bank Branch Manager
Bank Cashier
Bank Teller
Biochemist
Biologist
Biomedical Engineer
Bookkeeper
Broadcast Technician
Business Teacher
Buyer
Cartographer
Cashier
Ceramic Engineer
Chemical Engineer
Chemist
Civil Engineer
Claim Adjuster
Clerk
College Teacher, Mathematics
Computer Programmer
Computer Service Technician
Credit Manager
Credit Union Supervisor
Draftsperson
Economist

Electrical Engineer
Electrician
Engineering Technician
Experimental Psychologist
Farmer
Farm Manager
Fashion Designer
FBI Special Agent
Flight Engineer
Floor Covering Installer
Food Scientist
Fund Raiser
Geographer
Geologist
Geophysicist
Hospital Administrator
Hotel Manager
Industrial Designer
Industrial Engineer
Instrument Maker
Instrument Repairperson
Insurance Agent
Judge
Landscape Architect
Lawyer
Machinist
Manager, Business
Market Research Analyst
Mathematical Technician
Mathematician
Mathematics Coordinator
Mathematics Editor
Mathematics Teacher
Mechanical Engineer

Media Buyer
Medical Lab. Technologist
Merchant Marine Officer
Metallurgist
Meteorologist
Mining Engineer
Model Maker
Oceanographer
Operations Research Analyst
Optician
Optometrist
Patternmaker
Pharmacist
Photogrammetric Engineer
Physicist
Plumber
Real Estate Broker
Restaurant Manager
Sales Manager
Securities Analyst
Sociologist
Statistician
Surveyor
Systems Analyst
Sociologist
Statistician
Surveyor
Systems Analyst
Tax Accountant
Technical Illustrator
Tool and Die Maker
Tool Designer
Traffic Manager
Underwriter (Insurance)
Urban Planner

9.

Mathematics Careers

Use the career books in the library to answer the following questions about your mathematics career.

Name of the career: ____________________

1. How much education is required?

2. What courses should you take in high school?

3. Does this job require special training? If so, what type?

4. What are the duties of this job?

5. What is the salary range?

6. Is there a demand for workers in this field?

7. What are some other jobs that are similar to this one?

8. Does the library have any books or pamphlets on this job?

Source: Darlene Shiverdeckaer
Cincinnati Public Schools
Walnut Hills High School
3250 Victory Parkway
Cincinnati, Ohio 45207

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10.

Choose one of the words from the following list. Look up the word in an unabridged dictionary and also in a mathematics dictionary. Write the definition in the space provided below. Use the word in a sentence; each meaning should be different.

trent
table
cap
envelope
gate
mass
neighborhood
polar
tension
scale
concrete
error
harmonic
open
pencil
witch
tangent
accent
cord
event
index
obtuse
pedal
yard
table
base
cover
form
isolate
order
perfect
radical

1. Unabridged Dictionary:

2. Mathematics Dictionary:

11. Mathematicians

- Bertrand Russell
- Jules Poincare
- Norbert Wiener
- Pierre de Fermat
- Josiah Gibbs
- Karl Gauss
- George Boole
- Euclid
- Joseph Lagrange
- Alfred Whitehead
- John Von Neumann
- Ramanujan
- Charles Pierce
- Nathaniel Bowditch
- Rene Des Cartes
- George Canator
- Leonhard Euler
- Brook Taylor
- Kurt Godel
- Claude Shannon
- Isaac Newton
- Albert Einstein
- Blaise Pascal
- Charles Babbage
- Abraham Demoivre
- Pythagoras
- Niccolo Tartaglia

Using reference books, especially biographical dictionaries, answer the following questions about this famous mathematician: ______________________________.

1. What is his full name?

2. What is his date of birth?

3. What is the date of his death?

4. Where was this person born?

5. In what country did he achieve his fame?

6. Why is he famous?

7. How do we use his discoveries today in mathematics?

12. Mathematics Topics

Abscissa
Asymptotes
Binominal Theorem
Complex Numbers
Conic Sections
Coordinate System
Cosecant
Cosine
Cotangent
Directrix
Ellipse
Exponent
Factor
Hyperbolo
Imaginary Number
Integer
Interpolation
Irrational Numbers
Logarithm
Mantissa
Monomial
Origin
Parabola
Polar Coordinates
Probability
Radian
Reciprocal
Tangent Function

Use the mathematics dictionaries or encyclopedias to find the meanings of one of these terms:

1.

2.

Using the card catalog, locate a book in the library about: ____________________
and then answer the following questions about that book.

3. What is the title of the book?

4. Who is the author?

5. What is the copyright date?

6. Who is the publisher and where was the book published?

7. What is the call number?

8. Does your book have a:

Table of Contents?
Glossary?
Index?

9. Does the library receive any magazines dealing with math? If so, list the titles:

13. Many of the systems for ordering and working with numbers were painstakingly put together (or were rediscovered from ancient Greek manuscripts) by individuals in the Middle Ages. Look up one of the following names and find out all you can about the circumstances of that person's education, the discoveries or systems he developed, and the way in which that mathematics is part of what you study today.

1. Boethius
2. Euclid
3. Pythagoras
4. Alcuin
5. Mohammed ibn Musa al-Khowarizmi (the son of Moses of Khwarezm)
6. Leonardo Fibonacci
7. Tabiat ibn Qorra
8. Abu'l-Wefa
9. Thomas Aquinas
10. Ptolemy
11. Grosseteste
12. Roger Bacon
13. Nicole Oressme
14. Omar Khayyam
15. Thomas of Bradwardine
16. Novales

14. Beginning with the numbers 1, 2, 3, 5, 8, 13, 21, 34, continue to develop your own table of Fibonacci numbers. Examine the lower rose window in Panel 7, the Interior of Reims Cathedral. Make a list of the sets of geometric forms which have members numbering in the Fibonacci sequence.

15. The "Dynamic Symmetry of Growth" refers to the presence of Fibonacci numbers in such diverse natural forms as animal horns, snail shells, pine cone seeds, sunflower seed heads, and the structure of atomic nuclei. Find an object or a picture of an object which does have such sets of members.

16. When used in art and architecture, numbers in the Fibonacci sequence are referred to as the "Divine Proportion." Find a drawing or painting of a human figure or a building which has such proportions in the members of dimensions (height, width, length of arms, legs, etc.).

17. Find a picture which you find particularly pleasing. Examine the dimensions or proportions of the primary objects and see if it has the "golden section" ratio of 0.618+. (A ratio is the quotient of two numbers.)

18. Create a poster which displays objects which demonstrate the Fibonacci sequence in the sets within. Label and explain the sets.

19. Write a report or prepare a short talk about the relationship of merchants and mathematics in the Middle Ages.

20. Find out about Pythagoras and his experiments with musical instruments. Demonstrate his discoveries about harmony with glasses of water, a stringed instrument, or a music box you make yourself with a box and strings. Explain why there was such a close relationship between music and mathematics in the Middle Ages.

Source: Ruth Loeffler
Norman High School

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21. Use reference books to devise word problems.

Example: Almanac tables on nutritive values of foods or median earnings of jobs can be used by students to create word problems of a type decided on by the teacher.

22. The media center nonfiction collection can be used to review or introduce decimals. Sections with longer decimal extensions such as Foreign Policy (327) and U.S. History (973) can be used to discuss larger and smaller numbers and correct sequence. Groups of books could be mixed up on a book truck for students to rearrange or shelve correctly.

23. Create databases and use them to devise games on mathematicians, careers, or math topics.

24. Mathematical recreations in the library media center.

    a. Find sources for designing Christmas ornaments.

        Paper-folding (origami)
        Polyhedrons
        Quilt designs
        Symbols
        Architecture
        Islamic art

    b. Locate and enjoy mathematical recreations from the resource collection such as logic and puzzles.

25. Create media aids for presenting math information:

    Graphs, Charts, Posters
    Transparencies
    Microcomputer Programs
    Write-on Slides and Filmstrips

DAILY LIFE RESOURCE LIST

For the rest of their lives students will deal with information and ideas from many forms of media. Here are some of the materials they will be using.

- Advertising circulars
- Airline magazines
- Almanacs
- Appliance manuals
- Application forms
- Baseball standings
- Billboards
- Bumper stickers
- Bus schedules
- Cartoons
- Catalogs
- Cereal boxes
- Clothing tags and labels
- Comic strips
- Concert programs
- Display ads
- Do-it-yourself manuals
- Driver's manuals
- Editorials
- Feature stories
- Fishing licenses
- Food products
- Game instructions
- Greeting cards
- Grocery ads
- Grocery store coupons
- Handbills
- Headlines
- How-to manuals
- Income tax forms
- Joke books
- Jury duty notices
- Labels and packagings
- Menus
- Movie schedules
- New car manuals
- Newspapers
- Phone book listings
- Photographs
- Placards
- Polls
- Recipes
- Repair manuals
- Road maps
- Sales slips
- Savings deposit forms
- Stamps
- Stock market reports
- Theatre programs
- Travel brochures
- TV commercials
- TV documentaries
- TV guides
- Utility bills
- Vending machine instructions
- Warranties
- Weather listings

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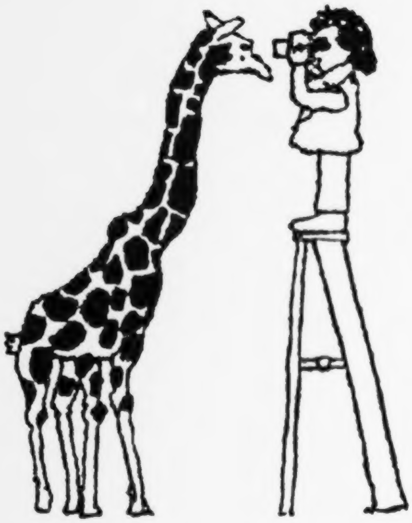
VNR Concise Encyclopedia of Mathematics. Van Nostrand Reinhold Co., 1977.

BIBLIOGRAPHY SOURCE: Villene Davis
Pocola Public Schools

EVALUATION Each teacher will work with the library media specialist to determine the evaluative criteria and method for the activity and purpose decided upon.

IF I CAN SHOOT VIDEOS ANYBODY CAN!

VIDEO PRODUCTION UNIT



GOAL: To provide opportunities for students to use thinking, research, and organizing skills, plan and produce videotape presentations.

SUGGESTED GRADE LEVEL(S): 7-12

LEARNER OUTCOMES

Content Area: Social Studies, Language Arts	Information Skills
The student will: 1. Develop problem-solving and critical thinking skills. 2. Express concepts and ideas with clarity in both written and verbal forms. 3. Critique media presentations, pointing out propaganda techniques and persuasive language. 4. Develop library skills. 5. Demonstrate the ability to proofread, revise and/or rewrite with correct grammar, usage, spelling, syntax, semantics, and punctuation. 6. Select a topic; research and adapt the topic for a specific purpose, audience, and occasion.	The student will: 1. Locate all types of materials in the library media center. 2. Draw on community resources. 3. Limit a topic. 4. Scan for useful material and skim for specifics. 5. Recognize techniques of persuasion and propaganda. 6. Employ the appropriate technology and resources. 7. Use a video camera 8. Become familiar with common video terminology. 9. Choose a reporting format appropriate to the conclusion and audience. 10. Evaluate presentations from criteria established beforehand. 11. Appreciate and enjoy various nonbook communication formats. 12. Make a videotape

INSTRUCTIONAL ROLES AND/OR TEACHING STRATEGIES:

Production of videotapes may be impromptu or elaborate and well-planned. They may be designed for small groups, an entire class, or as individual projects. Possible uses of the video format could include skits, interviews, puppet shows, book reports, character sketches, games, athletic events or routines, talent shows, demonstrations, commercials, discussions, contests, exhibits, or newscasts. To plan effective learning activities incorporating video, students will need to know the purpose of the presentation, the evaluative criteria to be used, video techniques, equipment operation, as well as the content to be covered. Sufficient time must be allowed for effective presentatitons to be completed. Planning conferences between the teacher and library media specialist and the media specialist and student groups are necessary.

FACILITATING STUDENT VIDEO PRODUCTIONS: THREE LOGICAL STEPS

To facilitate quality student video productions adequate time for planning, preparing, and producing a quality tape will be necessary.

I. PLAN

1. Determine the audience.
2. Determine the program content.
3. Schedule students.
4. Schedule video equipment.
5. Schedule training on the equipment.
6. Learn the equipment's possibilities and limitations.
7. Plan the amount of time to be spent on the project.
8. Determine the format:
    a. Straight-forward (lecture).
    b. Interview.
    c. Documentary coverage of real events.
    d. Skits, role-playing.

II. PREPARE

1. Organize a script.
2. Choose a director to be in charge.
3. Select performers.
4. Select equipment operators.
5. Prepare a list and locate props or costumes.
6. Prepare a storyboard with shots needed for each scene.
7. Meet with everyone involved for a preproduction meeting.
8. Rehearse with all persons involved and with the equipment.

III. PRODUCE

1. Look at each scene after it has been recorded--(if possible).
2. Fast forward after looking at each scene so that the recorder does not record over the end of the previous scene.
3. If possible, edit the various scenes together in the order desired. (Use the "edit" feature on the recorder or place two machines together with patch cords.)

   From: Video and Audio out (2 separate cables)
   To: Video and Audio in (2 separate cables)

   (Play the tape on one machine while recording only the portions desired from that tape onto the other machine.)

4. Add music or other audio onto the tape with the "audio dub" feature.
   Note: This can only be done:

   A. When using 1/2" VHS or Beta machines:
   Audio dubb will erase **all** other audio and add **new** audio.

   B. When using 3/4" machines:
   Audio will be **dubbed** onto channel one (1).
   Audio on channel 2 will not be affected.

   Playback of both channels will be achieved by using the channel selector switch in the "both" or "mix" position.

SOURCE: Three Logical Steps
Gary Kramer,
Norman Public Schools

ACTIVITIES:

Ideas for incorporating video productions in:

1. Language Arts

   Spelling bees.
   Critiques of books, films, commercials.
   Interpretive reading and dramatic interpretations.
   Reader's theater.
   Book reports (see video book reports).
   Booktalks.
   Literature or grammar quiz shows.

2. Social Studies

   Debates.
   Demonstrations.
   Simulations
   Recreations of historical events.
   Newscasts.

3. Science

   Introduce or record science fair projects.
   Recreations of important discoveries.
   Interviews with scientists (mock or real).

4. Mathematics

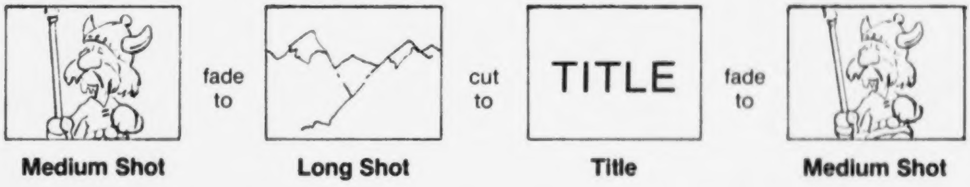
   Interviews with famous mathematicians (real or simulated).
   Interpretations of graphs or charts.
   Create visualized word problems.
   Documentaries on math in everyday life (e.g., geometry in our environment).

5. Other

   Personal performance evaluations (speaking, marching, gymnastics, music).
   Video backup of special lessons, guest speakers.
   Video record of students--name, picture, voice statement.
   Music videos.
   Drivers education accident reports.
   Foreign language (see also social studies and language arts).
   Career interviews.
   Orientation to the school or a part of the school such as the library media center.
   Interviews with students or teachers.
   Highlight special classroom activities.
   Documentation of school life (video yearbook or magazine).

SCRIPT WRITING

Complete research before beginning script.
Determine the message or theme of the project.
Determine the audience.
Select the program format which best suits the purpose and audience.
Think visually. What are we going to see? From what point of view?
Use video language to describe what will be seen (shots, angles, characters).



Use 3 x 4 aspect (height: width) in your planning.
Begin to sequence your idea.
Know the limitations of the equipment available.
Add narration. Grammar, syntax and clarity are important.
Remember to give necessary instructions to talent and crew in the script.
Limit the number of words to one shot. Too much narration with the same picture is BORING!
Is your narration interesting? Avoid choppy sentences and use interesting transitions.
Watch television carefully for ideas.
Prepare the story board. Use the form provided.

Picture

Narration

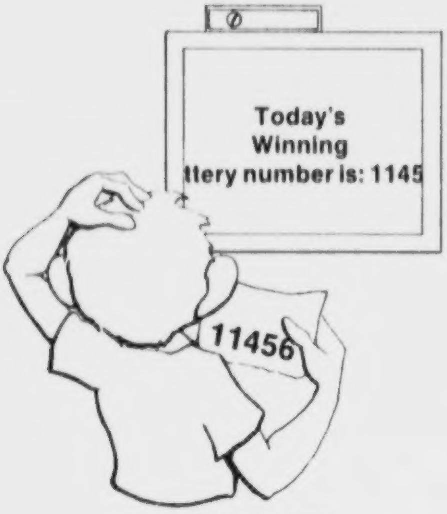
Shots/Cues:

Shots/Cues:

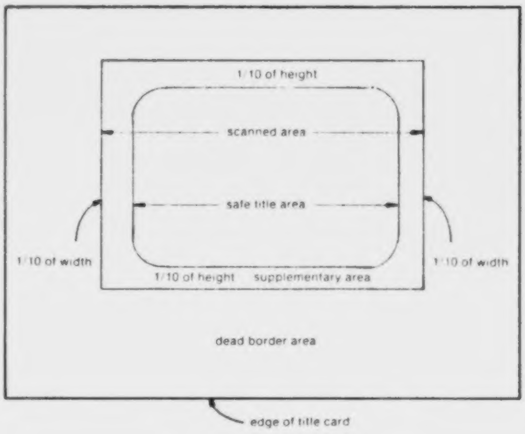
Shots/Cues:

Graphics:

Plan graphics for standard videotape format ratio of 3:4 (e.g., a chart 9 inches high and 12 inches wide).
Allow sufficient margins.
Plan use of color.
Lettering should be clear, of sufficient size and contrast with background.
Use stencils, dry transfer, cutout, punch-out or pin-back letters.
Make title and credit graphics. Use "safe title" area. (see below)


Today's
Winning
ttery number is: 1145
11456

Safe Title Area


1/10 of height
scanned area
safe title area
1/10 of width
1/10 of width
1/10 of height
supplementary area
dead border area
edge of title card

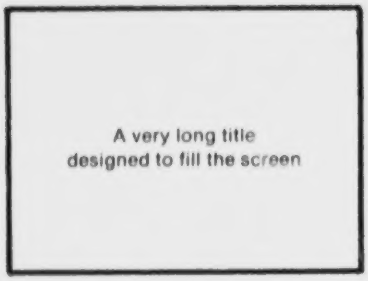
Safe Title Area

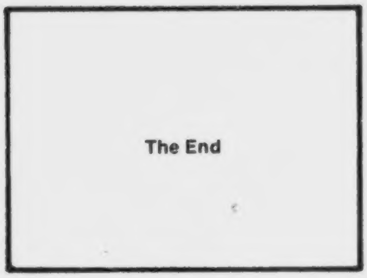
Camera Techniques for Videotaping:

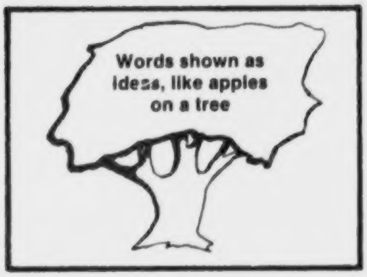
Be familiar with operation of specific equipment.
Use manuals (camera, lenses, special features, microphone, tripod).
Practice the following camera techniques until they are smooth and familiar:
- Pan, tilt, truck or dolly, zoom.
- Establishing long shots, medium shots, close-ups.
- Focusing, fades, pause, cuts.
- Check color balance.
- Camera angles: left, right, higher or lower than the subject.

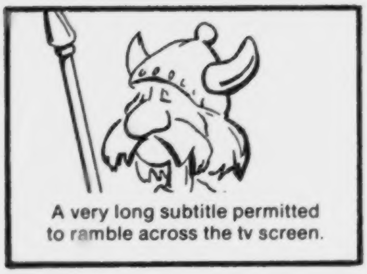
Graphics

DON'T

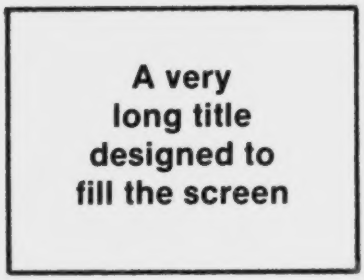

A very long title
designed to fill the screen

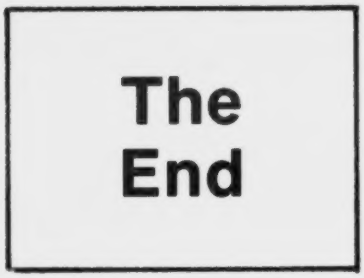


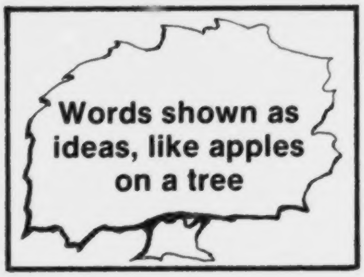

Words shown as
ideas, like apples
on a tree

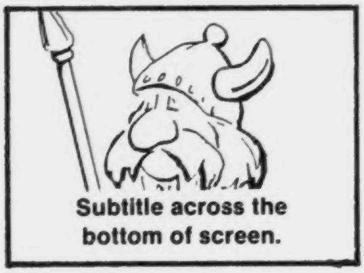

A very long subtitle permitted
to ramble across the tv screen.

DO


A very
long title
designed to
fill the screen




Words shown as
ideas, like apples
on a tree


Subtitle across the
bottom of screen.

VIDEO BOOK REPORTS

1. Give a book talk on the "Morning Show." (See the library media specialist to schedule your talk. You book talk should not be longer than seven minutes. Please bring the book so we can show it during the book talk.)

2. Present a dramatization of a selected episode. (Most of the time this will be a group activity. You will need to make arrangements with the library media specialist to pre-record your dramatization.)

3. Make a movie of the story. (This will also have to be pre-recorded.)

4. Gather a collection of objects described in the book and give a book talk centered around the objects. (This could be done on the "Morning Show," if under seven minutes.)

5. Make a commercial for your book. (If you want to use still illustrations it will need to be pre-recorded.)

6. Dress as one of the characters, and tell his/her/"its" role in the book. You may use costumes.

7. Tell about the author or illustrator. (If you use illustrations with this type presentation, it will need to be pre-recorded.

8. Hold a "roundtable" discussion or panel discussion with others who have read this book. (This might be a good activity for a nonfiction book. It will need to be pre-recorded.)

9. Do a scientific experiment or demonstration associated with a nonfiction book. (This will need to be pre-recorded.)

10. Give a "news cast" about an event in the story.

11. Dramatize an imaginary interview with the hero/heroine of the book.

12. Arrange to debate another pupil on the merits of the book.

13. Tell how you would turn this story into a musical--illustrate by a song or two. (Be sure you have musical accompaniment on tape or bring an instrument, such as a guitar or other small instrument with you.)

If you are going to have a title card, or credits be sure your graphics are prepared before time to tape. You should also have cue cards ready before time to tape.

SOURCE: Linda Humphrey
Lane School

VIDEO PUZZLERS

Name: ____________________

PRODUCT:

Make a video tape to be used by other students for research of places or people near ____________________ school.

PROCESS:

Identify

List

Discuss

Record

Compose

Produce

Using the processes above prepare the material to be used in the production of your video tape. Use the following summary sheet to help plan your project.

SUMMARY SHEET:

Topic: ____________________

Research Sources (Major): ____________________

____

Basic Process: ____________________

Time Limit: ____________________

Individual Task: ____________________

____

____

____

SOURCE: Linda Humphrey
Lane School

EXPLORING THE TELEVISION THROUGH AN EAST JUNIOR HIGH DOCUMENTARY

Definition: An examination of East Junior High School in some depth, using a variety of interview techniques, plus music and sound.

Objective: The students will gather necessary information about East Junior High School using interview techniques, compose a script, decide on film segments to accompany the script, and participate in video taping.

I. Procedure: Examination of Television Habits

April 22	Assign television daily log to be kept for three days.
April 23	Continue log.
April 24	Continue log.
April 25	Turn in log for grade--View "Tuned In" episodes 1 and 2 and discuss.

II. Researching for Information

April 28	View "Tuned In" episodes 9 and 10 and discuss.
April 29	Discuss reasons for watching television by using the results of the daily logs. Write a short essay from the viewpoint of a parent (refer to p. 2 "Tuned In" guide).
April 3	Explanation of a documentary. Explanation of intended assignment by discussing the assigned groups, the individual assignments for research, script writing. Sign up for groups.
May 1-	Select group leaders--Assign individuals the research assignments. Begin questionnaires.
May 2	Discuss the information gathered and discuss the additional research that needs to be done.

III. Writing the Script

May 5	Speaker, Susan Smith, "Getting Started Writing the Script."
May 6	Group participation in writing the script.
May 7	Group participation in writing the script.
May 8	Group participation in deciding on the film segments to accompany the scripts.
May 9	Class discussion about groups! Decisions for their part of the script and film segments. Tie together as one show!

IV. Video Taping

May 12-16 (may require some recesses, lunch periods, and afternoons)

V. Editing the tape and Follow-up

DESCRIPTION OF GROUPS

I. Introduction and Conclusion--create a creative way to introduce the documentary on tape, discuss the history of the school (when built? why?), changes made since construction (population, faculty), and school's objective. Also, create a closing to list credits.

II. Academics--discuss the main goals of core departments (English, math, history, science, physical education) and the goals of special classes, (art, industrial arts, home economics, chorus, band, etc.).

III. Extracurricular--discuss clubs and purposes, student government, dances, Miss East pageant, yearbook, and newspaper.

IV. Sports--Discuss football, volleyball, basketball, softball, cheerleaders, intramurals, tournament, and banquet.

V. Miscellaneous--Discuss the lunch program, bus transportation, the media center, the guidance department, and EJH pride.

Introduction and Conclusion

1.
2.
3.
4.

Academics

1.
2.
3.
4.

Extracurricular

1.
2.
3.
4.

Sports

1.
2.
3.
4.

Miscellaneous

1.
2.
3.
4.

DOCUMENTARY
TEACHER/MEDIA CENTER INVOLVEMENT

I. Initial planning with the teacher to discuss the definition and objectives of the assignment and convince her that we could indeed produce a viable video. Community sources, resources, and knowledgeable people were recommended by the media specialist to assist with the project.

II. Recommended the "Tuned In" instructional television and produced a teacher's guide for planning.

III. Recommended several community resources.

- (a) The instructional television field representative as a resource person.
- (b) Contacting the nearby instructional television station (WRET-TV) for technical, editing, and other assistance.

IV. Went with classroom teacher one afternoon after school to visit the WRET-TV studio to discuss their level of assistance with our project and see the studio.

- (a) Susan Smith, from WRET-TV, visited the school to talk with the class about script writing and give some technical advice.
- (b) Agreed to edit the final product.

V. Went with classroom teacher one afternoon after school to learn how to operate the newly purchased video camera.

VI. Assisted with the filming of the documentary and provided technical assistance to the students as the scenes were being filmed.

VII. Traveled with the group on their field trip to WRET-TV studios to tour the facilities, observe the tape being edited and observe the music being dubbed onto the edited product.

VIII. Stayed with the group's exhibit during the school's annual Spring Fling (when all departments exhibit samples of the year's classwork during an open house for the community).

XI. Used the documentary as a part of the library media center orientation for 1986-87 school year's seventh grades.

SOURCE: Janet P. Sarratt and Nan Cabaniss
Gaffney, South Carolina

PUTTING YOU IN THE DIRECTOR'S CHAIR
OR
MOVE ASIDE CECIL B. DeMILLE

INTRODUCTION

"Student Production" is a catch-all phrase that can mean anything from assistance in providing lettering for one poster to be used in giving an oral report to the creation of a full-scale, multi-media slide presentation or video-tape program.

The central element is that students utilize the expertise of media specialists and the equipment in the audiovisual center, combined with guidance of subject specialists (teachers) and sources of information of all types to create a product.

There are many reasons why student production is a valid and, we believe, important educational experience.

> First, it is generally enjoyable. This can create a positive classroom atmosphere and attitude toward the subject.
>
> Often, previously unrecognized creative talents are discovered. Through student production we are able to encourage originality in student work.
>
> Audio recording, photography, graphics--all involve knowledge that can be useful to students in many facets of their lives, both as worthwhile leisure-time activities and career-related skills.

We live in a "media world" through production assignments, our students gain experience in thinking and communicating in a variety of ways.

Hopefully, they will become better consumers of media, with a heightened appreciation of the creative efforts of others.

> Reading, writing, speaking, and listening skills can all be incorporated as well as increased visual literacy.

Student production is truly student-centered and individualized learning. The ability to organize--to follow through--even to meet occasional failure and try again--these learning behaviors are retained long after the "facts" of education--memorized until test time--fade and disappear.

There is **good** student production and there is **bad** student production. We can't be satisfied with a student project:

--If the research is shoddy
--If the organization is weak.
--If the script is written in unacceptable English.

All of the principles of written research and all of the skills are needed to produce acceptable media projects.

Other standards should be met.

For Example:

Audio portions of programs should be clear, pleasant, and well-delivered.

Visual elements should represent the highest standards of design and the appropriate use of color, space, line and shape.

For each media format, there are suggestions made for the appropriateness of the format to specific purposes--since it is essential that the media match the purpose.

In addition, there are specific guidelines for evaluating projects for each media format.

However, before one begins "student production," there are certain planning factors to be considered. These are covered in Section II.

II. How to Have a Successful Experience With Student Production

A. Planning for Production:

It is **essential** that planning takes place before student production is assigned or even suggested to a class. The media staff can advise teachers on the proposed unit and views these planning meetings as the key to successful experiences for students.

Of central concern is the timetable established for student projects. Because of the technical equipment involved and the use of A-V facilities, it is generally advisable to plan for a longer time frame for student research and production than is true if the research-reporting style is oral or written.

As a rough rule-of-thumb, we recommend that a six-week period is a minimum for full student production units.

1-2 weeks:	Introduction of assignment Initial research proposals
3-4 weeks:	Scripting, research, photography, etc.
1-2 weeks:	Audio recording, compiling wrap-up, retakes, etc.

Of course, students are not constantly busy during these weeks, but processing of film, demands for studio space, and limits on equipment availability mandate a six-week minimum.

As part of the media services department instructional program, two lessons on production are taught to all students.

In freshman English, as part of the second semester speech unit, there is a one-hour presentation on "Creating Visual Aids for Speaking." Topics include:

--Simple graphics and mechanical lettering.
--Preparation of overhead transparencies.
--Dry-mounting and laminating.
--Use of the overhead and opaque projectors.

In sophomore English, as part of the semester communication unit, there is another one-hour presentation on "Creating Media Projects." Topics include:

--Audio recording, mixing, and slide synchronizing.
--Simple slide photography.
--Graphics for TV and slide shows.
--Basic video-taping.

Both of these lessons are taught in the audiovisual center, using the saturation-teaching method. Students do **not** become proficient in one hour, but the purpose is to demonstrate the kinds of equipment and services that are available to them and how they can secure help on their projects.

More advanced, specialized lessons are presented as they are requested by teachers when classes have specific needs. For example, extensive work with video-taping would require additional instruction. These additional lessons can be jointly structured by the teacher and the media staff during those essential planning meetings. One kind of lesson that is usually helpful is a presentation of selected segments of other completed student projects. Actually to see the work of other students makes the whole experience less frightening.

The use of a written project proposal form is recommended whenever student production is undertaken. (One form that has been used appears in the Appendix. This can, of course, be altered to suite specific class assignments.) We recommend use of a written project proposal because it forces a student to consider his purpose. Broad, over-generalized topics are immediately spotted, and the student can be helped to narrow these down to a workable topic.

For example:
Great Mathematicians of the World
versus
The Contributions of Isaac Newton

A History of Furniture Styles
versus
18th-Century English Furniture

A content outline in some detail directs the student to plan his research and to organize his materials.

A listing of sources will ensure that appropriate information and illustrations are available for use.

Selection of media format along with a rationale for the choice is also a recommended section of a proposal sheet. In Section III, we give detailed comments on the suitability of each format. Students often need guidance in choosing appropriate format.

The information on needed help or equipment from the AV center will assist the teacher to plan production timetables with the media staff. If possible, we like to scan these proposals when they are submitted by class members in order to offer the best possible service to them.

B. During Production:

Once planning meetings have been held, an appropriate introduction has been made to the class, necessary lessons have been taught, and projects proposal forms distributed--the role of the teacher is that of "sounding board" or "directory assistance." Special problems can be referred to media staff members.

It is helpful if some class time is allowed for production work, particularly if students are working in groups or teams. (A sample of a group work reporting sheet is included in the Appendix.)

Also, partial "due dates" may be helpful to see that a reasonable amount of progress in occurring on specific projects.

For example: Script written by ______________________(date)
Slides completed by ______________________(date)

----as might be done when assigning a major term paper.

It is during this period that modification of proposals can and should occur. A slide show on Sacco and Vanzetti is not possible when only a few visuals are available. Students will need to consider alternate formats or treatments.

C. Evaluation and Follow Through:

It is important that students know in advance just how much weight will be given to the end product for their grade.

We recommend that the previously approved project proposals be turned in with the project so that the evaluator can refer to them when evaluating. (A suggested evaluation form appears in the Appendix.)

If possible, particularly with games, slide shows, movies, video-tapes, and multi-image presentations, we recommend that the student producers be responsible for setting up and attending their evaluation session.

The face-to-face dialogue which then occurs provides insight for both student and teacher as to project purpose and outcome, making the session an additional learning experience (and time saver as well).

It is also suggested that successful projects be shown to the entire class, either in one or two show-and-tell sessions or periodically as the subject content of specific projects relates to the unit under study. Students can and do learn from each other.

Outstanding student projects should also be submitted to the media center for possible inclusion in the catalogued materials collection for use by other students or teachers.

AMERICAN HISTORY

You are invited to take part of a **student-centered** or **inquiry approach** to the study of american history. This class is by invitation only and is limited to two sections. We have between 16 and 18 sections of U.S. history in our school per year. As a result of the above, student space is limited in this class. We can only accommodate enough students for two sections. This class will be taught on a team basis, which means that you will have a team of teachers for the course instead of one.

Since a textbook will not be used, each student will receive learning packets, called a unit. Each learning packet will contain paperbacks, periodicals, bibliographies, reprints from a magazine, and a complete listing of the audiovisual materials available to you in the learning lab. Each packet goes back into historical past and brings the materials into the present-day focus. "For students who want to use a textbook, we lend *Rise of the American Nation* by Todd and Curti. These are available in LVA for short-term use. If permanent use is desired, see Mrs. Goldberg and she'll issue you a book with a proper book card.

Seven major concepts form the basis of this course. These include mobility, politics, dissent, business and labor, war, diplomacy, and nativism. Because we stress the **inquiry approach**, you will find the answers to the "why" and "hows" because of the research, reading, visuals, small discussion groups, and independent study projects you have participated in during the study of each major concept.

You will prepare for your seminar group in the learning lab. The focal point of the program is for your performance in the seminar. The lab offers you a great variety of materials and experiences and hopefully will interest you the sub-units.

THE LEARNING LAB

In the learning lab you will be able to view film strips, movies, TV, listen to tapes and records and see seven full-length "Hollywood" movies on the sub-unit you are studying.

Student responsibility is great like this because you must make a number of choices. Since there is more AV material than you could possible see in one class hour, you must make a choice as to what you want to see that will help you understand the material in the learning packet. If there is a movie you want to see, you go to the mini-theater where the movie will be waiting for you. If there is a tv program you want to see, you can see it in the main LVA room by using a wireless headset. Some students prefer to watch filmstrips with sound. We will set up one or two of these from the list given you for each unit. In this way you will not disturb the other activities in the room. If, on the other hand, you wish to see a filmstrip that is of interest and pertinent to the topic to be discussed, we will set up the machinery for you in a such a way in the main LVA room that it will not cause a problem for any other students. The above arrangements are made for you also if you wish to hear records, tapes, as well as any other material we have on the unit. You may work in the listening-viewing area during your free periods if you wish to do so. **You must do SEN/Cen. history work in the learning lab.** You will be held responsible in your seminars and on your tests for AV material that you will have to see in LVA. You will be held responsible for all movies and tv programs that are shown to the entire group. (Many of these movies are rented for a particular day and must be seen at that time.) If you are absent you are still responsible for this material and you will have to acquire your information from some other source and you are responsible to find the source. Some sources you can turn to in order to acquire information in a movie is to read the book that the movie is based on, read a book review, or read a movie review. From time to time during each unit you may receive a list of AV material you must view. You will be held responsible for this required AV material in your seminars and your tests. Sometimes we will not provide required AV, viewing lists and you will be permitted to make your own choices. A sign-up sheet will be provided for our records.

Since there will be a variety of materials, you will have to make choices as to which materials you want to utilize. As a result of the above, you must display a great amount of self-discipline if you are to take part in this program. We hope you will enjoy this think-for-yourself ideas course and have good year. We think it can be a most rewarding experience.

THE SEMINAR

The purpose of the learning lab is to prepare you for the seminar. It is in the seminar that you tell all. It is in the seminar that you share the information you have acquired through your learning lab and your readings in the packet. You will be held responsible in seminars and on tests for **ALL** readings in the packet as well as the assigned readings in the Harvard series. It is not enough in this course to become knowledgeable; you must share it with your fellow students. In the seminar we use the knowledge acquired in the lab. In the learning lab we see and in the seminar we **talk.** At times you can be asked to lead seminars as discussion leaders.

NOTEBOOK

Each student must have a notebook. In this notebook you will list all the AV materials you have looked at or listened to in the learning lab. You will also be expected to keep an accurate record, with notes, on all materials including such things as major ideas, concepts, factual material, material you considered controversial or material with which you disagreed. When it comes time to make an evaluation of what you did in learning lab, the notebook could be a major source used by the teacher in determining your grade. (See Appendix A.)

You will also keep in your notebook an accurate account of what occurred in the seminars. You should keep a record, with dates, of each seminar and the major topic or topics discussed. This will be invaluable to you when it comes time for a test as you will be able to review quickly the work you have been involved in during a certain period of time. When it comes time to make an evaluation of what you did in the seminar, the notebook is one source used by the teacher in determining your grade. (See Appendix B.)

INDIVIDUAL PROJECTS

All projects must have an approved project proposal! Each student in this course will produce three projects and a typed research paper. These four projects will be due within the four grading periods. Students may choose which quarter they wish to do the paper. Only one paper will be accepted for the year. This paper must be written according to the **Riverside-Brook-field English Department Guidelines**. If you do not have the guidelines for this paper, see your seminar teacher. Projects may be group activities, but paper must be individual efforts. These special projects can be movies, tapes, multi-media kits, games, television, shows, etc. If you work in groups, a **supplemental work report** must be handed in with the project (see Appendix D.) You will have to discuss and receive approval, in writing from the Sem-Cen teachers for each project and paper (See Appendix C.) It is very important that projects be turned in on time. Penalty points will be assessed for late projects. We will teach you everything you have to know about how to make a project in any media form. If you have never operated a camera, we will teach you. We have many people ready and willing to help you with your projects. (Please see Appendix D and E to see how projects are evaluated.) You must choose a different media format each quarter. Special approval must be received to repeat a format. No project will be accepted without an approval proposal by your seminar teacher.

Each student must turn in and receive a passing grade for these individual projects in order to pass the entire course. The above is one of the basic requirements that must be met in order to pass the course. If a student does not do a research paper and three passing individual projects, he will fail that part of the course where he failed to meet the basic requirement. In the first semester a student must hand in two passing projects; this also applies to the second semester.

In the past we have taken two all-day field trips. We hope that this practice will continue for this year. The field trips are always in conjunction with two of the units we study. We have gone to such places as: Sara Lee, Fisher Body, a Buddhist temple, Chinatown, Ebony Publishing, Illinois Brick Factory, Holy Angels School, a five-hour Gray Line Bus tour of Chicago, Chicago Historical Society, Near North Upper Community Center, bus tour of middle- and upper-class black neighborhoods, Chicago Police Headquarters, Western Electric, International Harvester, G&W Sugar, Nabisco, Electro-Motive, Board of Trade, Chrysler, and a number of places of interest to the class. Since field trips are a part of the course of study, the student will be held accountable for these field trips in his seminar and on the unit test.

TO THE STUDENT:

We are going to try to arrange it so that each of you will have an opportunity to work for at least one nine-week period with each of the teachers on the team. We are also going to try to see to it that each teacher will have a different group each nine-week period in the seminar. Hopefully, each of you will be in four different seminar groups with different people.

SOURCE: Dawn H. Heller and Lucas M. Palermo
R-B Media Services
Riverside-Brookfield High School
Riverside, Illinois
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MAJOR UNITS AND SUBJECT

Introduction

Unit 1................ Mobility

Unit 2................ Dissent

Unit 3................ Business and Labor

Constitution

Unit 4................ War

Unit 5................ Diplomacy

Unit 6................ Politics

Unit 7................ Nativism

MAJOR UNITS AND SUB-UNITS

UNIT 1 Mobility

1A.................... Movement from the Old World to the New World

1B.................... The West

1C.................... Growth of Cities

1D.................... Immigration

1E.................... Manifest Destiny

Completion of an individual Pathfinder by each student is required before submitting a project proposal. These should be attached to proposal.

U.S HISTORY PROJECT PROPOSAL

(Please fill out in duplicate and submit both copies)

_______ Teachers' Initials

Date submitted #1 ________________ Approved yes / no Pts. 5________

#2________________ Approved yes / no Pts. 3________

Student(s) ________________________ ________________________

________________________ Period ________________________

I. Purpose of your project. (What will the viewer/listener learn?)

II. Three-tier outline--based upon reading and viewing resources described in your Pathfinder. (Use back of paper if necessary.)

III. Media Format ____
Indicate the reason why this is the **best** format for your project, considering your **purpose** and **content**.

IV. Needed AV appointments must be made before submitting proposal. Indicate what appointments for equipment use or help you **have made** in the AV center in order to complete your project (all appointments subject to project approval.)

Purpose	**Date**	**Hour**
________________________	____________	____________
________________________	____________	____________
________________________	____________	____________

Note: This approved project proposal sheet **must be turned in** with your completed project.

Pathfinders

Research for History

Some reminders

Each student is to work alone on Pathfinder.
Partners will NOT have identical ones!

Pathfinders must be submitted and approved
BEFORE COMPLETING project proposals.

Name ______________________ Class Hour _________ Project# ______________

Date Submitted: ____________ Approved by: ______________________________

Topic: ______________________

Description of aspect you are going to research:

Tentative idea for project format: ______________________________________

Type of topic:

_______ Historical _______ Recent or Contemporary

(Select appropriate pages for Pathfinder, complete, and attach)

(Complete this section when you have finished the rest of the Pathfinder)

Now that you have finished your preliminary survey of library resources for your project, please give an estimate of whether or not you will need help in locating additional information, and what type of information you will need (interlibrary loan, magazine article print-outs, and database searching are all available.) Be as specific as possible.

Pathfinder Historical Topic

1. Date/Time Span From_________To_________

2. Examine general encylopedias or history encyclopedias, or chapters in history books to locate good summaries or condensed overviews of your topic.

   List three **that you have READ:**

	Call No.	Author	Title	Pages
a.				
b.				
c.				

3. List major individuals, events and subjects that relate to your topic:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

4. Check the card catalog for subject headings about your topic. List the relevant or related ones that you found and the call numbers that apply.

	Subject	Call Numbers.
a.		
b.		
c.		
d.		
e.		

Historical Topic/Page 2

5. Browse in the stacks in the relevant areas you have identified, and list those books that you feel will be most useful in your research:

	Call No.	**Author**	**Title**
a.			
b.			
c.			
d.			
e.			
f.			

6. Examine the indexes of *American Heritage* (and *Reader's Guide to Periodical Literature* if topic date is in 20th century.)

List here any magazine articles that you feel would be helpful:

	Magazine	**Date**	**Title of Article Pages**	**In R/B Library?**
a.				
b.				
c.				

7. Check the card catalog (or the orange binder in L-V-A)__ for audiovisual programs related to your topic. List those that you feel will be useful.

	Format	**Call No.**	**Title**
a.			
b.			
c.			

Go back to page one and complete the estimate at bottom of page.

PATHFINDER SOURCE: Dawn H. Heller and Lucas M. Palermo

SPEAKING VIDEO

ACTION--What is happening in front of camera during recording; director's order to begin.

AD LIB--Lines of dialogue spoken by talent which were not not in the script.

AUDIO--Sound portion of recording.

CAMERA ANGLE--The angle at which a scene is photographed; what the camera sees (high, low, wide).

CLOSE SHOT--Upper torso of a human subject from the waist up.

CLOSE-UP--Head and shoulders of a human subject.

CUE--The signal upon which the talent begins (a line, hand signal, word).

CUT--Direct change from one shot to another; director's order to stop.

CUTAWAY SHOT--Change to a new shot related to the original.

DISSOLVE--Optical effect where one shot fades to or from another.

DOLLY--Wheels for camera tripod which allow smooth movement of camera; camera following action.

DUBBING--Adding audio to the picture.

EDITING--Assembling, rearranging, or ordering of shots.

FADE--Optical effect in which a shot comes from or disappears into blackness.

FADE-IN--Changes a black screen to a picture.

FADE-OUT--Changes from a picture to black.

FOLLOW SHOTS--The camera moves, following the action; dollying.

LONG SHOT--Subjects with surrounding background.

MEDIUM SHOT--Subject from waist up.

MIXER--

MONTAGE--A series of brief scenes to establish mood or setting.

ONE SHOT--A picture of one person or object.

OPTICAL EFFECTS--Dissolves, fades, wipes used to smooth changes from scene to scene

PAN--Camera lens moved horizontally (side to side) to follow action.

PROPS--An abbreviation of properties; the furnishings, objects used in a set.

RETAKE--Reshooting a scene.

SCENE--The smallest segment of action.

SCRIPT--The written and pictoral version of what is to be recorded, with cues, narration, etc.

SHOT--A single picture as seen through the camera which indicates distance from the subject and the angle of the camera (also see close, close-up, extreme close-up, long, medium, one, two, three, pan, tilt, pit, zoom).

SOUND EFFECTS--All sounds other than voices, narration and music. (Examples: whistles, doorbells, etc.)

STORY BOARD--Sketches of the shots in correct sequence.

TALENT--Actors and actresses or animals in front of camera.

THREE BY FOUR ASPECT--(3 x 4) ratio of height to the width (3:4) needed to fit television viewing screen.

TILT SHOT--The camera tilts vertically (up or down) rather than horizonally (panning).

TITLE--Any written material which is not part of a scene.

TRIPOD--Three legged camera support.

VOICE-OVER--Audio narration is added to picture.

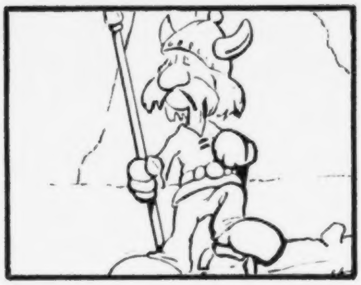
WIPE--An optical effect between two shots where a line appears and the second shot wipes the first shot off the screen.

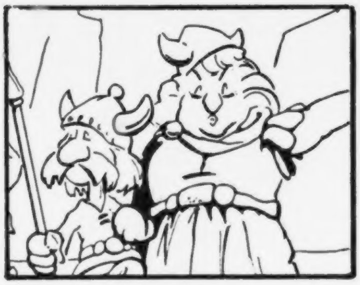
ZOOM--A special lens which allows continuous movement from a wide angle shot to a close shot without moving the camera

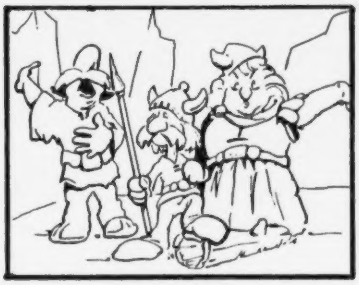
ZOOM-IN--Camera moves from a distant object to a closer one.

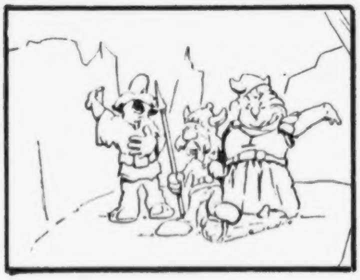
ZOOM-OUT--Camera moves from a closer shot to a longer one.

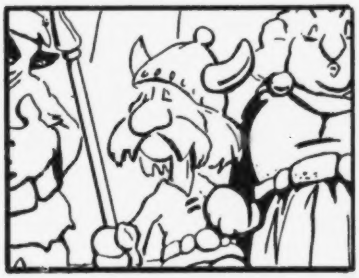
Basic Shots for Speaking Video

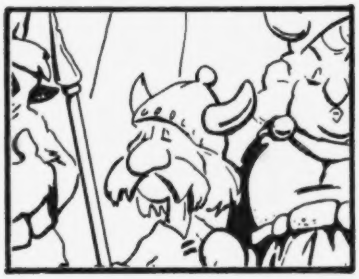

One Shot

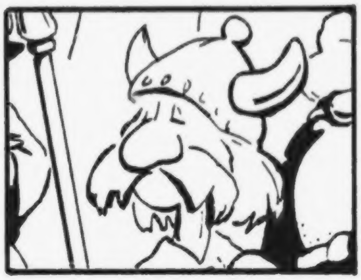

Two Shot

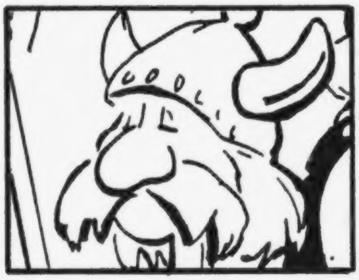

Three Shot

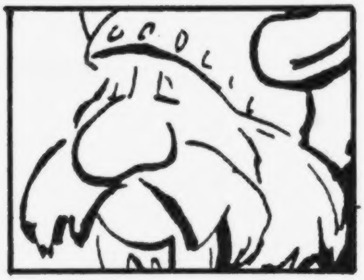

Long Shot or Wide Shot

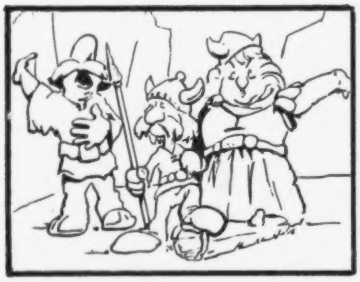

Medium Waist

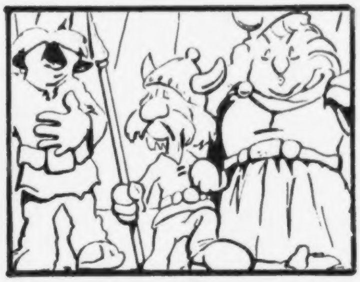

Medium Bust


Medium Shoulder


Close-up


Extreme Close-up or
Tight Close-up


Zoom Out


Zoom In

HINTS FOR VIDEO RECORDING

TALENT

Know what you are going to say. Use script or notes.

Look directly at the camera lens.

Avoid wearing white, black, red, strips, plaids, or shiny jewelry.

Breathe deeply and slowly exhale. Relax.

Practice speaking at a moderate pace.

DESIGNING SHOTS

Important information should be in the center of the screen.

Arrange people and objects from back to front rather than side to side to show depth.

Provide for talent eye contact with audience by looking directly at lens.

Avoid distracting backgrounds.

CHANGING SHOTS

Make gradual changes. Sudden changes are jarring, as from a medium shot to an extreme close-up for example.

Without a zoom lens, changes in shot size of the same subject should also have a change in camera angle.

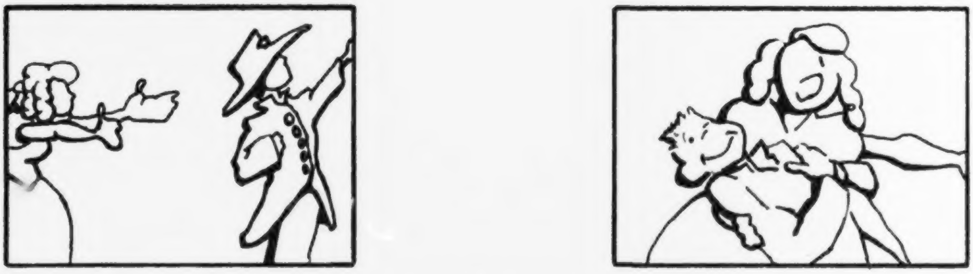
Transitions help move the camera smoothly from one shot to another. Some transitions to use: cut from old to new, fades, panning, or deliberate blurring (defocus).

PREPARING FOR RECORDING

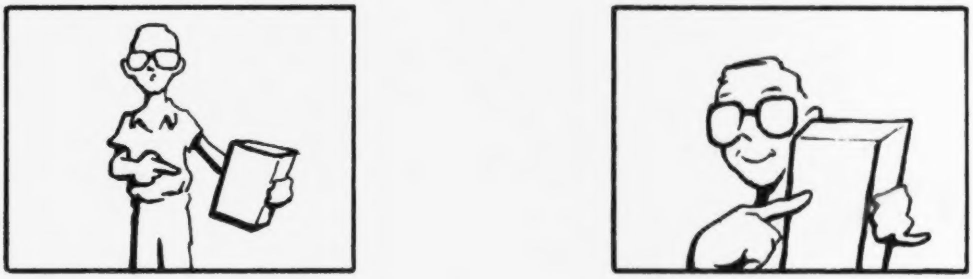
Check lights.
Avoid light-reflecting objects (chrome, mirrors)
Check audio. Test microphones.
Have extra batteries, if used.
Set up camera.
Check color balance.
Have a shot sheet taped to camera.
Practice moving camera angles, pans, tilts, zooms.
Set up VCR.
Check all cables.
Rewind tape.
Make an audio/video test and PLAYBACK.
Brief crew and talent.

Hints for Blocking Scenes

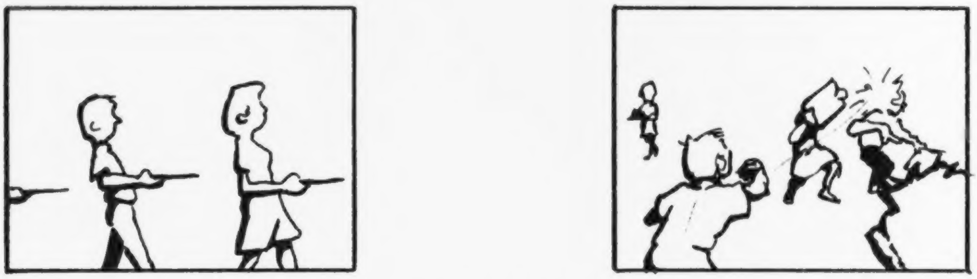
DON'T **DO**



Avoid distance between people.



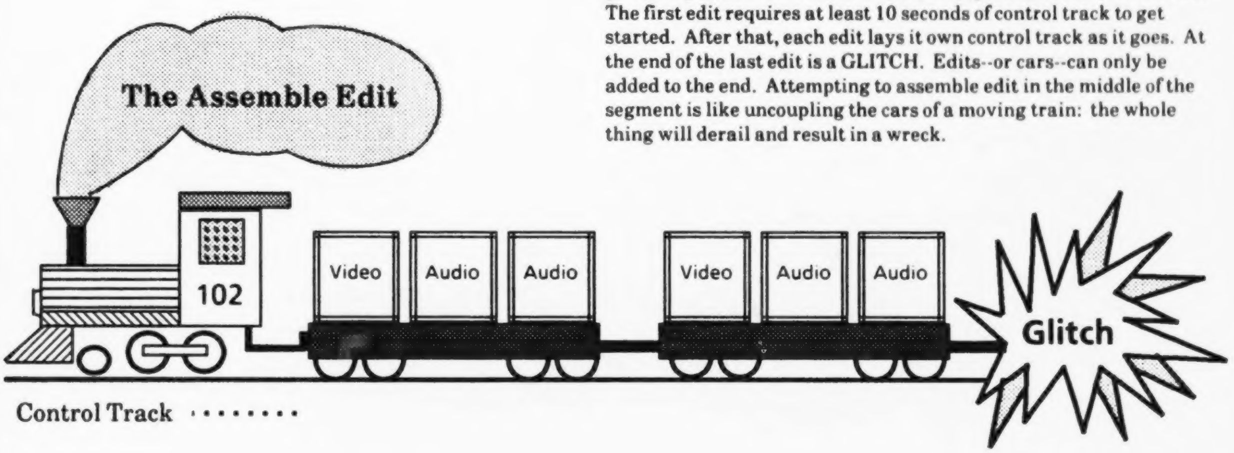
Keep objects near talent's face.



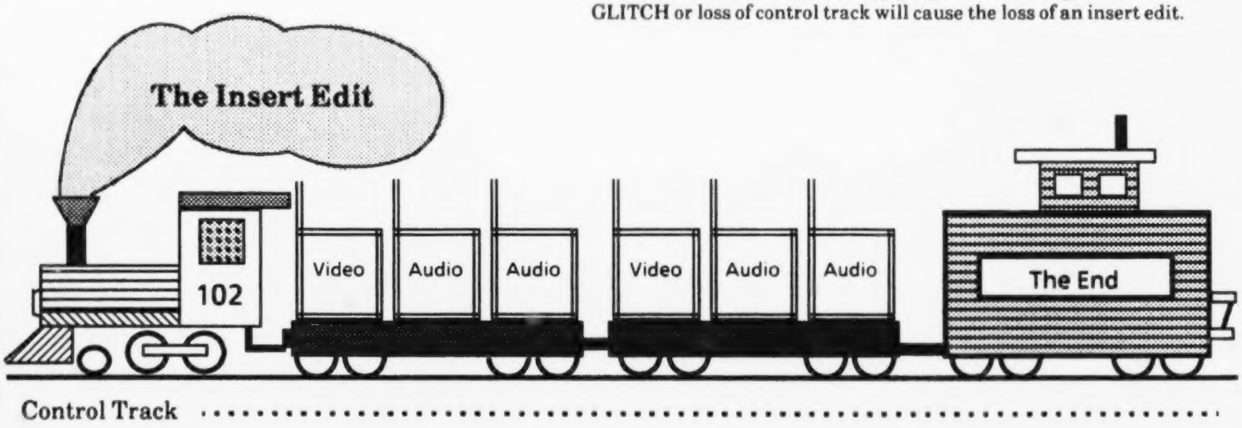
Arrange talent toward and away from camera.

On the Right Track for Video Editing

Assemble editing is much like linking together cars on a train. Each edit--or car-- carries a full load of video and two channels of audio. Like the cars on a train, each edit is linked to the one preceding it, and the edits are made in sequential order, first to last. The first edit requires at least 10 seconds of control track to get started. After that, each edit lays it own control track as it goes. At the end of the last edit is a GLITCH. Edits--or cars--can only be added to the end. Attempting to assemble edit in the middle of the segment is like uncoupling the cars of a moving train: the whole thing will derail and result in a wreck.


The Assemble Edit
102
Video
Audio
Audio
Video
Audio
Audio
Glitch
Control Track ········

Insert editing is like loading freight into the cars of a train. Once the train is assembled, the contents can be changed by putting in or removing the video, either channel of audio, or any combination of the three. Inserts can be made at any place within the segment. A GLITCH or loss of control track will cause the loss of an insert edit.


The Insert Edit
102
Video
Audio
Audio
Video
Audio
Audio
The End
Control Track ···

SOURCE: Video Resources Studio
Norman Public Schools

RESOURCES:

PRINT:

Critical Television Viewing: A Cambridge Work-a-Text. Globe Book Company, 1980. (And teacher's annotated edition)

Harwood, Don. *Everything You Always Wanted to Know About Portable Video-Recording.* 3d rev. ed. VTR Publishing Company, 1980. 262 pp.

Kemp, Jerrold E. *Planning and Producing Audiovisual Materials.* 4th ed. Harper, 1980. 304 pp.

Levine, Pamela. Glasser, and Gack, Stephen. *The Complete Guide to Home Video Production: A Ten-Step Plan for Making Your Own Television Program.* Holt, Rinehart and Winston, 1984.

Murray, Michael. *The Videotape Book: A Basic Guide to Portable TV Production for Families;, Friends, Schools, and Neighborhoods.* Taplinger, 1975. 248 pp.

Parker, Norton S. *Audiovisual Script Writing.* Rutgers University Press, 1968.

Utz, Peter. *Video User's Handbook.* Prentice-Hall, 1980.

VanVliet, Lucille W. *"Using Videotapes: The Proof of the Pudding." School Library Media Activities Monthly.* Vol. II, No. 6. February 1987. pp. 42-43

Zettl, Herbert. *Television Production Workbook.* 3d ed. Wadsworth Publishing Company, Inc., 1977.

NONPRINT:

Getting It on Video. Swarthout, 1976. 6 filmstrips with cassettes.

How to Produce a Good Television Program. Educational Dimensions, 1980. videocassette, color, 20 minutes.

EVALUATION: The project purpose, time restraints, student abilities, available equipment will all affect the evaluation of video projects. Students should be involved in establishing the criteria to be used for evaluation in advance. Evaluations might include all or some of the following:

I. Format (interview, discussion, dramatization, role-play, self-evaluation of a skill)
   A. Does format suit the purpose?
   B. Is the format appropriate to the audience?
   C. Sequence
      1. Clear?
      2. Logical?
      3. Accomplish purpose?

D. Message or theme--clear?

E. Accurate information?

F. Entertaining?

II. Mechanical (technical) quality

A. Follows script or storyboard.

B. Sound narration and dialogue

1. Clear
2. Sound effects appropriate.
3. Music

C. Camera work

1. In focus.
2. Variety of shots
3. Transition of shots
4. Angles
5. Smoothness
6. Color

D. Lighting.

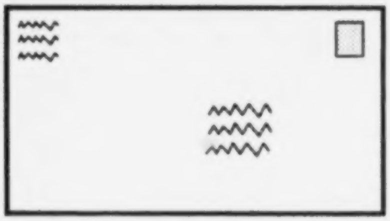
E. Graphics.

1. Legible.
2. Attractive.

F. Talent.

1. Well prepared.
2. Audible.

G. Use of music, special effects.



USING THE MEDIA CENTER TO PROMOTE WRITING

GOAL: To use the resources of the media center as a springboard for student writing.

SUGGESTED GRADE LEVEL(S): 7-12

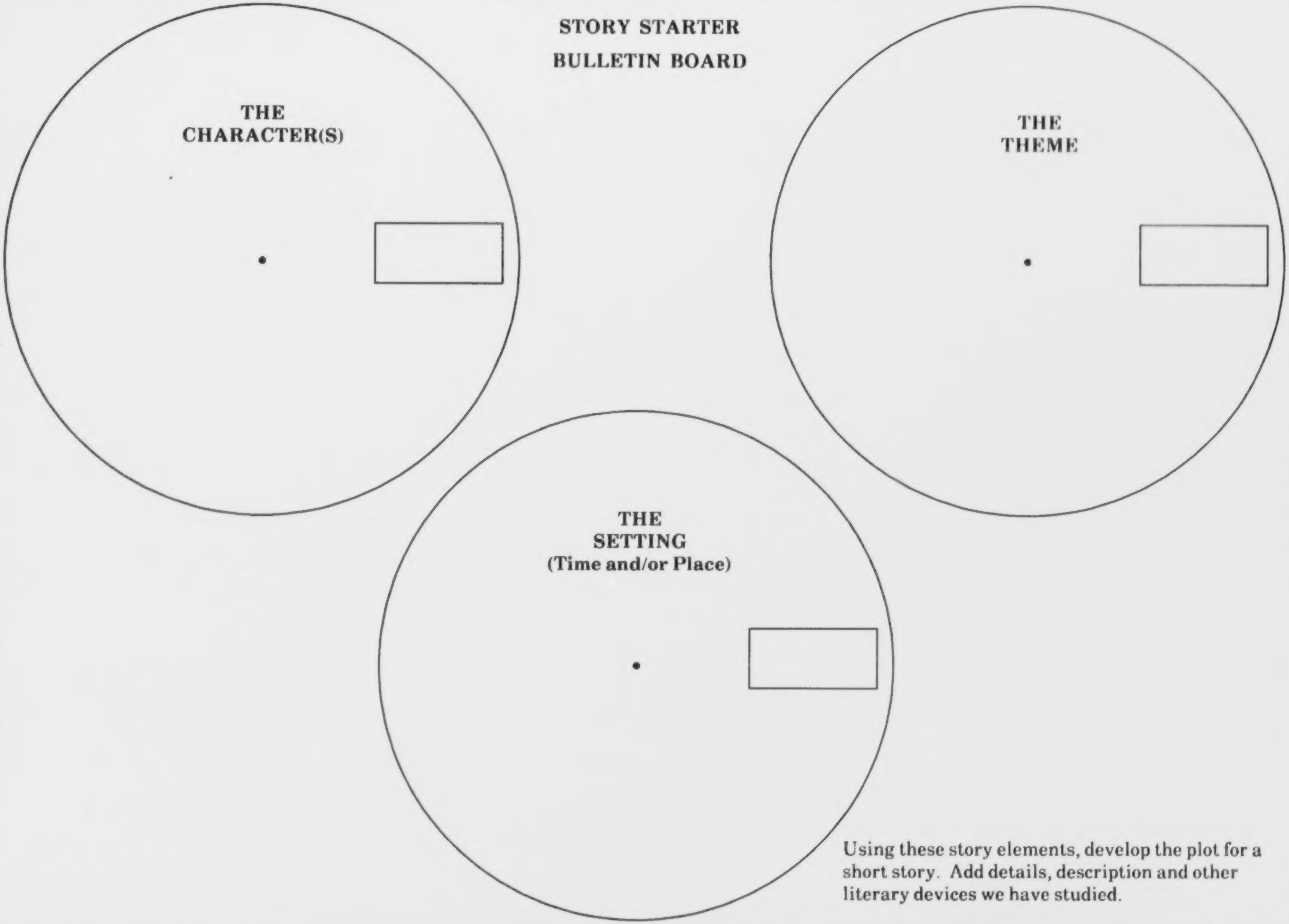
LEARNER OUTCOMES

Content Area: Language Arts, Social Studies	Information Skills
The student will: 1. Take clear concise notes. 2. Write informal essays. 3. Write a short report documented with a bibliography. 4. Demonstrate critical and analytical skills in written evaluation of literature and media.	The student will: 1. Locate all types of materials in the library media center. 2. Locate sources of literary criticism. 3. Select and use a variety of specialized reference tools. 4. Use computer technology as a learning tool. 5. Make use of quotations. 6. Recognize various literary genres, devices, and forms. 7. Proofread, rewrite. 8. Make summaries.

ACTIVITIES:

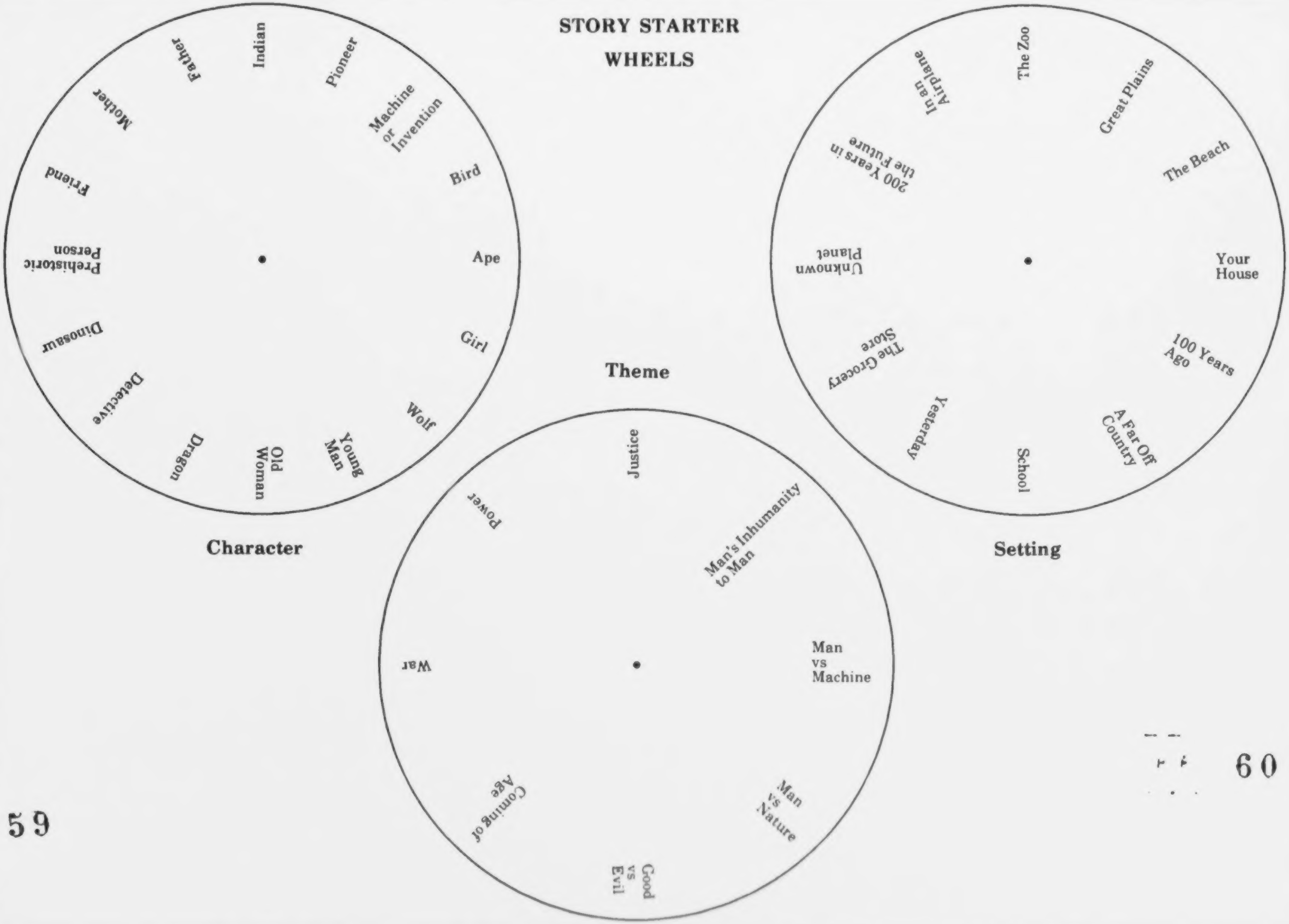
1. Preparing Research reports (see examples from specific disciplines).
2. Preparing scripts for audiovisual productions (filmstrips, slide/tapes, video, etc.).
3. Reading and writing memoirs, autobiographies and biographies.
4. Reading a selection and then writing a selection from another character's point of view or writing a new ending.
5. Writing news reports or newspapers about current or past events.
6. Locating samples of forms or styles of writing: prose, poetry, drama, essays, novels, technical, journalistic, scientific.
7. Searching for creative writing ideas.
8. Finding sources for publication of student work.
9. Locating letter writing information:
    - use of style manuals, handbooks and word books
    - lists of sources of further information
    - addresses for:
        Career information
        Governments, agencies, and associations
        Authors and illustrators
        Consumer complaints
        Newspaper and magazine editorial departments
        Famous people
10. Planning interviews with, or about, people past and present.
11. Using resources for note-taking, outlining and summaries.
12. Using word processing programs.
13. Using picture files, photographs, illustrations, and wordless picture books to stimulate creative writing.
14. Writing children's picture books.
15. Using sources for literary criticism in preparing essays on specific works of literature.
16. Displaying outstanding writing.
17. Encouraging student participation in writing contests by posting notices and entry forms.
18. Preparing Reader's Theater scripts.

STORY STARTER
BULLETIN BOARD


THE
CHARACTER(S)
THE
THEME
THE
SETTING
(Time and/or Place)

Using these story elements, develop the plot for a short story. Add details, description and other literary devices we have studied.

STORY STARTER WHEELS


Character
Indian
Pioneer
Machine or Invention
Bird
Ape
Girl
Wolf
Young Man
Old Woman
Dragon
Detective
Dinosaur
Prehistoric Person
Friend
Mother
Father
Theme
Justice
Man's Inhumanity to Man
Man vs Machine
Man vs Nature
Good vs Evil
Coming of Age
War
Power
Setting
The Zoo
Great Plains
The Beach
Your House
100 Years Ago
A Far Off Country
School
Yesterday
The Grocery Store
Unknown Planet
200 Years in the Future
In an Airplane

RESOURCES:

Burnett, Hallie. *On Writing the Short Story*. Harper, 1983. 177 p.

Catron, Louis E. *Writing, Producing and Selling Your Play*. Prentice-Hall, 1984. 272 p.

Delton, Judy. *The 29 Most Common Writing Mistakes and How to Avoid Them*. Writer's Digest Bks., 1985. 73p.

Deutsch, Babette. *Poetry Handbook: A Dictionary of Terms*. 4th ed. Funk, 1974. 203 p.

Flugelman, Andrew. *Writing in the Computer Age: Word Processing Skills and Style for Every Writer*. Anchor Bks., 1983. 254 p.

Gardner, John. *The Art of Fiction; Notes on Craft for Young Writers*. Knopf, 1983. 224 p.

Geffner, Andrea B. *How to Write Better Business Letters*. Barron, 1982. 144 p.

Lamm, Kathryn. *10,000 Ideas for Term Papers, Projects and Reports*. Arco, 1984. 441 p.

Miller, Walter James. *How to Write Book Reports: Analyzing and Evaluating Fiction, Drama, Poetry and Non-fiction*. Arco, 1984. 172 p.

Mulkerne, Donald. *The Term Paper, Step by Step*. 3rd. rev. ed. Anchor Bks., 1983. 128 p.

Phillips, Kathleen. *Creative Writing: A Handbook for Teaching Young People*. Libraries Unlimited, 1985.

Richards, Joanne. *Write Here: Ideas, Activities and Bulletin Boards to Spark Creative Writing*. Incentive Publications, 1984. (Elem. and Jr. High ideas.)

Strunk, William. *The Elements of Style*. 3rd. ed. Macmillan, 1979. 85 p.

Tchudi, Susan. *The Young Writer's Handbook*. Scribner's, 1984. 156 p.

Tomkins, Gail E. *Write Angles: Strategies for Teaching Composition*. Oklahoma State Department of Education, 1985. 109 p.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. 4th ed. University of Chicago, 1973. 216 p.

Vail, Priscilla L. *Clear and Lively Writing: Language Games and Activities for Everyone*. Walker, 1981. 269 p.

The Writer's Handbook. Frequently revised.

The Writer's Market. Writers Digest. Annual.

Zinsser, William. *On Writing Well: An informal Guide to Writing Non-Fiction*. 3rd. rev. & enl. Harper, 1985. 246 p.

EVALUATION: Teacher evaluation of written work based on criteria established before hand.

BOOK REPORTS AGAIN?

ALTERNATE METHODS OF SHARING BOOKS

GOAL: The student will be given opportunities to read and enjoy a wide variety of literature and share it with others.

SUGGESTED GRADE LEVEL(S): 7-12

LEARNER OUTCOMES

Content Area: Language Arts	Information Skills
The student will: 1. Read and recognize major literary elements in the novel. 2. Critically analyze literature and media. 3. Critique literature. 4. Increase time spent on recreational reading. 5. Choose a variety of material.	The student will: 1. Draw conclusions. 2. Make summaries, organizing for unity, coherence, and emphasis. 3. Choose a reporting format appropriate to the conclusion and audience. 4. Form and communicate opinions on materials, read, listened to, or viewed.

ACTIVITIES FOR SHARING BOOKS

1. Book Reports: Opportunities should be given to present books in a variety of formats using writing and speaking skills to develop oral, written, and audiovisual presentations. See the attached list, "Possible Formats for Book Reports."

2. Adopt-a-Book: Have students select a seldom-read or shabby book. Read it. Design an original cover which indicates plot, character, and setting. Write a publisher's blurb for the front flap and author information on the back flap. Write a paragraph giving a personal reaction to this book.

3. Participate in the Sequoyah Young Adult Book Award program. Students must read at least three titles from the annual masterlist to be eligible to vote (first list 1987-88, first vote January 1988).

4. Organize book clubs or book discussion groups.

5. Have students prepare displays, exhibits, theme lists, bibliographies, or book talks to promote books and reading with their peers.

6. Hold a "Battle of the Books" trivia contest.

7. Prepare a database to quiz others on books read, to provide a source for student reviews of books, or to maintain a reading log for students. One commercial program, "The Electronic Bookshelf," has an authoring component to design quizzes for titles not included in the prepared programs.

8. Reader's Theater provides opportunities for both writing and book sharing. These may be video recorded for playback for other students.

9. Reading logs can be kept manually or by using a database by either students or teachers. Student's name, the author and title of the book, and the date read will be useful.

10. Local surveys of reading, similar to the annual Iowa Book Poll, can be written, distributed, and tabulated.

11. Feature student reviews of books in student newspapers, student-produced television news shows, or video magazines. Both new or older items can be selected and reviewed. These could be selected as class projects. Teachers and administrators may also serve as reviewers.

12. Hold an "author day," book festival, or teleconference with an author.

13. Read aloud. All ages enjoy this. The Sequoyah Young Adult masterlist or other award lists may provide ideas, but always read the title before beginning to read it aloud.

POSSIBLE FORMATS FOR BOOK REPORTS

1. Create miniature stage settings.
2. Prepare a monologue.
3. Write a book review.
4. Write a movie or video script for the story.
5. Demonstrate "how to make" or "do" books.
6. Prepare an illustrative lecture for travel books.
7. Write a different ending.
8. Collect beautiful descriptive passages, interesting conversations, or other special parts.
9. Pantomime an important incident in the story.
10. Write a letter to a friend or librarian to recommend the book.
11. Broadcast a book review for younger students.
12. Dress as one of the characters in the story and tell what role he/she plays.
13. Dress paper, cardboard, wire, rag, or other homemade dolls.
14. Design a mural.
15. Create a living book--tableau.
16. Compare the book with a similar book.
17. Hold a book fair to share books.
18. Write the story from a different point of view.
19. Write a parody of a book.
20. Write a promotion campaign for a movie based on a book.
21. Convert a book into a puppet show.
22. Do a "You Are There" news program.

23. Prepare a TV commercial about a book.

24. Convert a book into a radio drama.

25. Interview a character from a book.

26. Make a talking display of a book.

27. Rewrite the events of a story into a ballad or song.

28. Hold a panel discussion when several students have read the same book or a group of similar ones.

29. Organize a pro and con panel or debate made up of some students who liked the book and some who did not. Let one person represent the author. Try for an impartial chairman.

30. Dramatize an incident or an important character. The incident may be related in the first person.

31. Hold a mock trial permitting the defendant to tell the story of a book of his choosing. The class renders a decision on its merit.

32. Compose a telegram, trying to give the essence of a book in 15 words.

33. Make a sales talk, pretending your audience are clerks in a bookstore and you want them to sell your book.

34. Make sketches of some of the action sequences in the book. List on the back of the sketches some "action" or descriptive adjectives which help describe the scene.

35. Write an imaginary diary of an interesting character.

36. Write an imaginary letter from one character to another.

37. Make a newspaper using incidents, etc., from the book. Include as many things as you can that are found in your daily paper.

38. Construct a diorama or peep box to illustrate the important parts of the story and include the climax and conclusion.

39. If it is a historical book, make a time line, listing events in sequence.

40. Demonstrate something you learned.

41. Gather a collection of objects described in the book. Organize them as a museum exhibit.

42. Give a "newscast" about an event in the story.

RESOURCES:

The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2 and Up. American Guidance Service. 3 vol.

Books for the Teen-Age. New York Public Library. Annual.

Books for You: A Booklist for Senior High Students. National Council of Teachers of English, 1986.

Fiction for Youth: A Guide to Recommended Books. Neal Schuman, 1986.

Good Reading: A Guide for Serious Readers. Bowker, 1985.

Behind the Covers: Interviews with Authors and Illustrators of Books for Children and Young Adults. Libraries Unlimited, 1985.

EVALUATION: Criteria are to be developed locally to meet the purpose and format for specific book-sharing experiences. To encourage reading, some sharing should be ungraded. It would be helpful to have standard school-wide criteria for evaluating book reports and book projects, and also to have specific criteria for each format. Recognition for reading by prizes, awards, or certificates is another possibility, as is teacher observation of student's reading.

BOOK REVIEW DATABASE
GUIDELINES FOR INPUTTING BOOK REVIEWS

The first step is to SELECT the title of your book to determine if it has already been put in the database. If not, proceed with the following fields:

1. Field 1 (author)--Input last name, comma (no space), first name.

2. Field 2 (title)--If one of the articles (a, an, or the) begins the title, skip this word, and begin with the next word of the title. If the title is very long, type in as much as you can from the beginning of the title (do not abbreviate words or skip words after the initial article).

3. Field 3 (call number)--Put in the Dewey number if the book is nonfiction, followed by a slash (/), then the first three letters of the author's last name. For a fiction book, put in FIC, followed by a slash (/), then for the first three letters of the author's last name. For a biography, put in B, followed by a slash (/), then the first three letters of the last name of the person the book is about (e.g., B/Lin, for biography of Lincoln) [or adapt this field to fit your call numbers].

4. Field 4 (subject 1)--Go to the card catalog and look on the **author card** for the book you are inputting to find the subject headings. Type in the subject just as it is written. [This may need adapting if your tracings are on the back of the author card or only on the shelf list.]
5. Field 5 (subject 2)--If there is a second subject, put it in here. If there is not a second subject, leave this blank or see the librarian for help in establishing another subject.

6. Field 6-10--Either input one or more of the following descriptive words:

   factual
   exciting
   funny
   sad

   supernatural
   scary
   realistic
   inspiring

   Newberry
   happy
   good
   excellent

   fantasy
   science fiction
   mystery
   teenage problem
   historical fiction

7. Field 11--Write a one-sentence summary or annotation of your book.

8. Field 12--Input your recommendation. For example:

   Fantastic-- Girls/boys will like it
   Read it if you have nothing better to do
   Use it for a doorstop.

10. Field 13 (reviewer)--Input **your** name, last name first, followed by a comma (,) and then your first name. If you have a long name, keep typing until you run out of room. Do not abbreviate your name.

READER'S THEATRE

What is Reader's Theatre?

Script is read, not memorized.

Costumes and props are not essential.

Audience must visualize.

Little time, effort, and dollars are required.

Why should Reader's Theatre be used?

Motivates performers to read.

Advertises joy of reading and provides motivation to read for audience.

Demonstrates a purpose for reading.

Promotes effective oral reading.

Stimulates imagination and reading comprehension of performers.

Stimulates imagination and reading comprehension of audience.

Provides a cultural experience leading to appreciation of theatre.

Is entertaining.

Is quick, easy, and inexpensive to stage.

Encourages group work.

Boosts self-confidence.

Brings out a timid child.

Puts all children in the group on the same level.

Builds parent rapport and pride.

What are sources of Reader's Theatre scripts?

Basal reader plays.

Commercial plays from other sources, such as magazines, kits, and professional books.

Commercial Reader's Theatre scripts.

Teacher or student scripting of books or stories with character dialogue.

Teacher or student scripting for wordless picture books.

Teacher or student scripting of excerpts from longer stories or books.

School file of Reader's Theatre scripts.

How are selections adapted?

Give the title, author, and adaptor.

List characters and diagram their placement.

Adjust the number of characters by the inclusion of more or less minor characters and use of one or more narrators.

Write as much of the story as possible into dialogue by the characters.

Write part(s) for narrator(s) to introduce characters and link scenes.

Provide any pertinent staging information, including FTA (front to audience) and BTA (back to audience) cues.

Type, skipping lines between parts.

Make enough copies for each student, teacher, and extras.

How is Reader's Theatre used instructionally?

May have students sit on chairs turned sideways, stand, or sit on the floor.

Have students sit in a circle facing one another.

Develop vocabulary and concepts.

Students may read script silently with a purpose-setting question, read script aloud chorally, or read silently as teacher reads the script.

Comprehension should be developed through discussion to foster more expressive oral interpretation of the script.

Explain that characters' names and staging directions are not to be read aloud.

Discuss how key lines might be read, calling on volunteers to demonstrate possible interpretations.

Assign parts according to difficulty level, then allow students to interchange parts and reread.

May follow silent reading of basal selection as a means of involving students in orally reading the selection in a meaningful way.

Students may read from actual book, with narrators reading the words outside quotation marks and characters reading their dialogue within quotation marks.

Students may script basal or trade selections read.

Reader's Theatre performances may be followed by the same activities used to extend teacher read-aloud experiences or student reading of basal selections or trade books.

Selections may be performed for an audience.

How is Reader's Theatre staged?

Readers sit on backless stools, chairs turned sideways, crates, etc., or stand, perhaps behind music stands.

Readers turn FTA (front to audience) to indicate "onstage."

Readers turn BTA (back to audience) to indicate "offstage."

Narrator(s) sit(s) or stand(s) at the side(s) while other characters sit in the middle with the main characters in the center and characters seated closest to those they speak to most often.

Arrange all readers in a semi-circle so readers can look at and hear each other better.

Heights of characters may be adjusted to indicate importance, size, goodness, etc.

Simple or no sound effects, costumes, or props may be used--the more staging done, the less imagining the audience will have the opportunity to do.

Highlighted paper scripts are held by the readers.

All readers' feet should be flat on the floor, on the same rung of the stools, etc.

Readers' right hands should hold their scripts by the bottom right corner while their left hands should move down the left sides, following the words of the readers.

Readers' right hands should rest on their right knees to keep scripts still, scripts of all characters uniformly placed, and faces unblocked by scripts.

Script paper may be colored to symbolize characters

Coaching elements should also include vocal expression, volume, facial expression, gestures, eye contact, ad libbing, movement on seats, and setup for performance.

Have a student introduce the Reader's Theatre production and fill the audience in on what Reader's Theatre is if the audience is unfamiliar with it.

Have all other cast members begin and end the performance with backs to the audience.

Characters may turn FTA one at a time at the end to introduce themselves to the audience.

Readers may carry their scripts and seats in, set them in place, and sit BTA to begin the performance, or the seats and scripts may be in place beforehand.

SOURCE: Cathy Burns
Educational Consultant
Houghton Mifflin

I KNOW WHAT YOU DID LAST SUMMER

by

Lois Duncan

prepared by Darlene Nelson

Narrator: The following Readers Theater is a scene from Lois Duncan's novel *I Know What You Did Last Summer*. While driving home from a party, two couples, Ray and Julie, and Barry and Helen, are laughing and joking. Barry is driving too fast, and suddenly a child on a bicycle appears in the headlights. In this presentation ______________________ is Barry, ______________________ is Helen, ______________________ is Ray, and ______________________ is Julie. ______________________ is both the narrator and the emergency operator.

X = narrator stands at side of stage

XX = seated on chairs as if in car

Julie: My God! We hit him. Ray--Ray--we hit him.

Ray: Go back! We've got to go back!

Barry: Go back? What good would that do?

Helen: (cries off and on as other people are talking)

Julie: That little boy! We've got to go back and help him!

Barry: Help him? We're not doctors. We couldn't do anything. We'll get to a phone and call for an ambulance. That's the best kind of help we can give him.

Julie: There's a diner. There! Aren't you going to stop? Barry, you're passing it!

Barry: We can't call from there. There'll be a counter phone with a room full of people to listen to every word. There's a roadside booth up ahead about a mile. We'll call from there.

(pause to indicate passage of time) X

Ray: There. There it is. I have the change ready. I'll call.

Emergency operator: Emergency operator. May I help you?

Ray: There's been an accident--on Mountain Road, south of Silver Springs. It's just above the junction with 301. We hit a kid on a bicycle. X

Emergency operator: Who is making this call?

Ray: My name is-- What did you disconnect me for?

Barry: You told her enough. You said what happened and where. There'll be an ambulance up there in a couple of minutes. There's no sense giving our names.

Ray: They'll get them when we go back. We are going back, aren't we?

Barry: For what?

Ray: Why, because--because--we have to.

Barry: We don't have to do anything.

Ray: Barry says he doesn't want to go back.

Helen: I don't either. But I guess we have to, don't we? Oh, Lord, I don't want to go back and see--see what we did (begins to cry again).

Julie: It's not what we want to do. It's what we have to do. It's the law.

Barry: That sounds real noble. It's a fine decision for you to make, but who do you think it is who's going to get hit with a manslaughter charge if the kid dies? I was driving, not you. And I'm the only one here who no longer ranks as a juvenile.

Ray: That's right, you're eighteen.

Helen: But-it-was an accident. We all can testify to that. That bike came out of nowhere. We just went around a curve and there it was. No lights. No reflectors. X

Barry: Do you think that would make any difference? The facts are that we've been out partying. We all had some beer and a little pot tonight. The police will spot that the moment we get out of the car. And it's a hit-and-run. Oh, sure, we were running to get help, but technically it's a hit-and-run. About the worst charge you can get against you.

Julie: He might not be dead. He's probably only injured.

Barry: Still it's a hit-and-run.

Ray: I'm responsible too. It's my car.

Barry: You would have been driving it too, if you hadn't won the toss. You're the bright guy who skipped a grade. You're still only seventeen. You want to turn yourself in, go back and do it.

Ray: You mean, let them think I was driving.

Helen: You could, if you're that determined to report it. The worst that could happen is that you might get your license taken away for a few months. It **is** your car, and like Barry says, it was just pure luck that you weren't the one driving it.

Julie: That's ridiculous! He **wasn't** driving and it would be idiotic for him to say he was. It would be on his record forever. And we can't know for sure that he wouldn't be punished.

Helen: So it's all right for Barry to get a jail sentence, but heaven forbid that your Ray might get a splotch on his record? What kind of friends are you to want to offer Barry up like some kind of human sacrifice? You don't have anything to lose. He does.

Ray: She's got a point. It would all be on Barry. He isn't any more responsible actually than the rest of us, except that he just happened to be the one who was driving.

Julie: Driving too fast. You know he was--he always drives too fast.

Barry: Have you ever objected before? If you were all that concerned about my driving, why didn't you say so? You were awfully anxious to get into the back seat tonight. "Oh, Ray--Ray--we won--we won!" You knew I was a little high. It didn't bother you then.

Helen: Let's take a vote. Let's decide that way.

Barry: Okay. How about you two in the back--do you agree to stick by a vote?

Julie: It'll be two to two.

Barry: Then we'll flip.

Ray: You don't flip about things like this.

Barry: How else are we going to decide it.

Helen: We have to vote. It's the only thing we can do. I vote we don't go back. We just go home and--and let the police and doctors and people take care of things. What good would our going back there do? We couldn't help.

Barry: I vote with Helen.

Julie: Well, I don't. I vote we go back--**now**.

Barry: Then you will go by the final vote?

Julie: By a vote, but not by a flip. If it's two to two, I'm holding out for going back.

Ray: I--I vote--He's my best friend, Julie.

Julie: You don't mean you're voting with **them**? Ray, you couldn't be!

Ray: Like Barry says, what good would it do to go back now? The damage is done. He'll have all the help he needs, poor kid, before we could even get there. It would be so unfair, letting Barry carry the ball for all of us--

Julie: I just don't believe you're really saying this.

Barry: That's it, then. We've made a pact, and no one can break it. Now let's get out of here and back home.

Narrator: And so a pact between the four of them was made, but can a secret of this kind remain a secret?

SOURCE: Dr. Mildred Laughlin
University of Oklahoma
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JUNIOR HIGH CONTEMPORARY CLASSICS

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Alexander, Lloyd. *The Kestrel*. 1982. Dutton, $10.95; Dell, paper, $2.50.

The second in Alexander's riveting Westmark trilogy follows the fates of Mickle, "the Beggar Queen," and her friend Theo, whom the cruelties of war transform into an uncharacteristically aggressive fighter facing despair even in victory.

Blume, Judy. *Tiger Eyes*. 1981. Bradbury; dist. by Macmillan, $10.95; Dell paper, $2.50.

After a move to Los Alamos, New Mexico, Davey is finally able to work through her pain and confusion over her father's brutal murder.

Bond, Nancy. *The Voyage Begun*. 1981. Atheneum/Argo $12.95.

Set in the not-so-distant future when the nation's energy supply is almost depleted, this develops 16-year-old Paul's involvement with a disreputable old boat builder, a gang of destructive looters, and a fiercely independent girl.

Bridgers, Sue Ellen. *All Together Now*. 1979. Knopf, $7.99; Bantam, paper, $2.25.

During a pivotal summer of maturation in her grandmother's small-town home during her father's tour of duty on the Korean front, Casey Flanagan observes the power of love--her own for her best friend and ballplayer Dwayne Pickens, 30 years old with the mind of a 12-year-old, and her grandparents', still affectionate after decades together.

Burnford, Sheila. *The Incredible Journey*. 1961. Bantam, paper, $2.50.

A Labrador retriever, a terrier, and a Siamese cat travel 250 miles through the Canadian wilderness to get home in this heartwarming animal adventure story.

Childress, Alice A *Hero Ain't Nothin' But A Sandwich*. 1973. Putnam/Coward-McCann, $8.95; Avon/Flare, paper, $2.25.

An honest and realistic portrayal of a 13-year-old boy's addiction to heroin--as seen by himself and those surrounding him.

Cleaver, Bill and Cleaver, Vera. *Where the Lilies Bloom*. 1969. Harper, $10.95; NAL/ Signet, paper, $1.95.

A determined and resourceful 14-year-old maintains the independence of her orphaned family, each of whom is well portrayed, by gathering medicinal herbs in the Appalachian mountain area where they live.

Collier, James L. and Collier, Christopher. *My Brother Sam is Dead*. 1974. Scholastic/Four Winds Press, $9.95; paper, $2.25.

Impetuous and idealistic, 16-year-old Sam defies his Tory father to join the Continentals in their war against the British in 1775.

Cooper, Susan. *The Dark is Rising*. 1973. Atheneum/Margaret K. McElderry, $10.95; paper, $2.95.

The seventh son of a seventh son, 11-year-old Will is irretrievably drawn into the eternal struggle between good and evil in this powerful fantasy set during the twelve days of Christmas.

Cormier, Robert. *The Chocolate War*. 1974. Pantheon, $11.95; Dell, paper, $2.50.

An individualist defies the system in his strict Catholic high school, only to find himself ultimately defeated by student cliques and faculty power plays.

Danziger, Paula *The Cat Ate My Gymsuit*. 1974. Delacorte; dist. by Doubleday, $7.95; Dell, paper, $2.25.

In this riotous tale, Marcy goes to great lengths to avoid gym, while staunchly defending an English teacher she feels has been wrongly dismissed.

Donovan, John. *I'll Get There: It Better Be Worth the Trip*. 1969. Harper, $10.89.

In a touching, first-person story of adolescence, 13-year-old David Ross, stunned and uprooted by the sudden death of his grandmother, turns to his dog and a close friend for comfort in dealing with his divorced parents, an alcoholic mother and a preoccupied father available only on Saturdays.

Fox, Paula. *The Slave Dancer*. 1973. Bradbury; dist. by Macmillan, $10.95; Dell, paper, $2.25.

A boy kidnapped from New Orleans in 1840 is forced to become the fifer on a slave ship and "dance" the human cargo for exercise--a realistic, moving view of some tragic history.

Greene, Bette Summer *of My German Soldier*. 1973. Dial; dist. by Dutton, $9.95; Bantam, paper, $2.50.

In this sensitive novel set in a small southern town during World War II, a Jewish girl helps a German prisoner of war escape.

Guy, Rosa. *The Friends*. 1973. Holt, $7.95; Bantam, paper, $2.25.

Her loneliness draws Phyllisia, a well-to-do West Indian girl, into a mismatched friendship with Edith, a poor classmate, in Harlem.

Hamilton, Virginia. *Sweet Whispers, Brother Rush*. 1982. Putnam/Philomel $10.95; Avon, paper, $2.25.

A ghost story that explores the whys and hows of human behavior, this first-person narrative is related by a young girl, Tree, who nurses her porphyric brother through his final illness and a series of visitations from their dead uncle.

Hinton, S. E. *The Outsiders*. 1967. Viking, $9.95; Dell, paper, $2.25.

Fourteen-year-old Ponyboy describes the feud between the "greasers" and the "socs"--a gang conflict that ends in tragedy.

Holland, Isabelle. *The Man Without A Face*. 1972. Lippincott; dist. by Harper, $11.95; Dell paper, $1.75.

From his tutor, the badly scarred recluse Justin McLeod, 14-year-old Charles Norstadt learns much more than the meaning of homosexuality.

Holman, Felice. *Slake's Limbo*. 1974. Scribner, $8.95; Dell, paper, $1.95.

Hounded by fear and misfortune, 15-year-old Slake retreats to the New York subway system where he ingeniously survives.

Johnston, Norma. *The Keeping Days*. 1973. Berkley/Ace/Tempo, paper, $2.50.

Set in 1900, this romantic tale relates seven months in the life of Tish Sterling, who is struggling to become a writer and to find her place in her family while experiencing the throes of first love.

Jones, Adrienne. *The Hawks of Chelney*. 1978. Harper, $10.95.

A compelling fantasy in which a wild young outcast finds solace with the hawks that obsess him and with a shipwrecked girl, until the two incur the wrath of superstitious villagers.

Kerr, M. E. *Gentlehands*. 1978. Harper, $10.53; Bantam, paper, $2.25.

Buddy Boyle tries to impress rich, socially elite Skye Pennington by introducing her to his refined and cultured grandfather--and discovers that his grandfather is a Nazi war criminal.

Konigsburg, E. L. *A Proud Taste for Scarlet & Miniver*. 1973. Atheneum, $9.95; paper, $1.95.

A vibrant, dynamic, headstrong Eleanor of Aquitaine is revealed as a group of her court friends, gathered with her in heaven to see if her husband Henry II will be judged ready to "come up," tell a series of stories amounting to a biography of this great queen.

Le Guin, Ursula. *A Wizard of Earthsea*. 1968. Houghton/Parnassus Press, $10.95; Bantam, paper, $2.95.

While learning to be a magician, Ged forgets that enchantment is not for entertainment and looses great evil, which pursues him until he learns, at last, to face it.

L'Engle, Madeleine. *A Wrinkle In Time*. 1962. Farrar, $9.95; Dell, paper, $1.95.

Determined to find their missing father, Meg and Charles Wallace accompany three extraterrestrials to an evil world in outer space.

Levoy, Myron. *Alan and Naomi*. 1977. Harper, $9.57.

After reluctantly agreeing to befriend Naomi, a disturbed war refugee who has crumbled under the memory of seeing her father beaten to death by Nazis, Alan breaks through her defenses and begins truly to like her--only to lose her when a violent incident shatters her fragile sanity.

Lipsyte, Robert. *The Contender*. 1967. Harper, $10.89; Bantam, paper $2.25.

Harlem training center for boxers offers 17-year-old Alfred Brooks a chance to escape the anger, frustrations, and seeming futility of life that have made his buddy turn to drugs.

Lowry, Lois. *A Summer to Die*. 1977. Houghton, $6.95; Bantam, paper, $1.95.

Meg, 13, envies her older sister's popularity and prettiness and finds it difficult to cope with Molly's degenerating illness and eventual death.

McCaffrey, Anne. *Dragonsong*. 1976. Atheneum, $10.95; Bantam, Paper, $2.95.

A young girl, struggling to be a harper in the fictitious world of Pern, is aided through her friendship with nine fire lizards.

McKinley, Robin. *Beauty: A Retelling of the Story of Beauty and the Beast*. 1978. Harper, $10.89.

An elegantly styled, romantic novel extends the fairy-tale characters and setting into a fully imagined world.

Magorian, Michelle. *Good Night, Mr. Tom*. 1982. Harper, $11.06.

When children are evacuated from London during World War II, Tom Oakley, a taciturn near-recluse who has never recovered from the deaths of his wife and child, takes in and forms a mutually healing relationship with eight-year-old Willie, a sickly, quiet boy who bears the marks of brutal beatings.

Mathis, Sharon. *Listen for the Fig Tree*. 1974. Viking, $9.95.

Blind and the daughter of an alchoholic mother, Muffin Johnson still finds hope and strength in celebrating the African holiday of Kwanza.

Mazer, Harry. *Snowbound*. 1973. Dell, paper, $1.95.

Stranded for 11 days in a blizzard in New York State, a teenage boy and girl manage to survive by overcoming their mutual antagonism and learning to cooperate.

Myers, Walter Dean. *Fast Sam, Cool Clyde and Stuff*. 1975. Viking, $10.95; Avon/Flare, paper, $1.95.

In an affectionate, colloquial narrative, Stuff, now 18, recalls the time when he was 13, hanging out on 116th Street, and enjoying being part of a circle of dependable friends, the best of whom were Fast Sam and Cool Clyde.

O'Dell, Scott. *Sing Down the Moon*. 1970. Houghton, $9.95; Dell, paper, $2.25.

A young Navaho girl recounts the events of 1864 when her tribe was forced to march to Fort Summer as prisoners of white soldiers.

Oneal, Zibby. *The Language of Goldfish*. 1980. Viking, $11.50; Ballantine/Fawcett Juniper, paper, $1.95.

Carrie's talent for drawing seems her only hope when, fearful of the changes of growing up, she suffers a nervous breakdown.

Paterson, Katherine. *Jacob Have I Loved*. 1980. Harper, $8.95; Avon/Flare, paper, $2.25

Feeling deprived of schooling, friends, mother, and even her name by her pretty twin sister, plain-looking Lousie finally begins to find her identity.

Peck, Richard. *Father Figure*. 1978. NAL/Signet, paper, $2.25.

Jim Atwater's self-chosen role as substitute father to his eight-year-old brother is threatened when the two boys are sent to Florida after their mother's suicide to spend the summer with their long-lost father.

Peck, Robert Newton. *A Day No Pigs Would Die*. 1972. Knopf, $11.95; Dell, paper, $2.25.

Set in Vermont in the 1920s, this bittersweet story focuses on a 12-year-old Shaker farm boy who learns, through the crisis of slaughtering his pet pig, to assume responsibilities forced on him shortly thereafter by his father's death.

Peyton, K. M. *Prove Yourself A Hero*. 1978. Dell, paper, $1.50.

After being kidnapped and held for ransom, Johnathan Meredith has a feeling of guilt and cowardice--until he gets the chance to confront his captor.

Preussler, Otfried. *The Satanic Mill*. 1973. Macmillan, paper, $1.95.

Black magic permeates this suspenseful, atmoshpheric tale of Krabat, a 14-year-old beggar boy apprenticed--or imprisoned--in a mysterious mill to a master he must ultimately defeat.

Sebestyen, Ouida. *Words by Heart*. 1979. Atlantic Monthly Press; dist. by Little, Brown, $8.95; Bantam, paper, $1.95.

In a moving story of triumph over hatred, the first black family in a pioneer western farm community pays the tragic price of trying to make a better life.

Sleator, William. *House of Stairs*. Dutton, $12.95; Scholastic, paper $1.95.

Five 15-year-old orphans with widely ranging personality characteristics are involuntarily placed in a house of endless stairs and subjected to psychological experiments on conditioned human responses.

Speare, Elizabeth George. *The Witch of Blackbird Pond*. 1958. Houghton, $10.95; Dell, paper, $2.50.

On a visit to colonial Connecticut, Kit teaches a young girl to read, thus saving herself during the ensuing Salem witchcraft trials.

Sutcliff, Rosemary. *The Road to Camlann: The Death of King Arthur*. 1982. Dutton, $11.50.

An evocative retelling of the Arthurian legend, this deftly brings to dramatic conclusions the final years of Camelot.

Taylor, Mildred. *Roll of Thunder, Hear My Cry*. 1976. Dial; dist. by Dutton, $10.95; Bantam, paper, $2.50.

The vivid story of a black family whose warm ties to each other and their land give them strength to defy rural southern racism during the Depression.

Wersba, Barbara. *The Dream Watcher*. 1968. Atheneum, $6.95; paper, $2.95.

High school freshman Albert Scully feels a complete misfit at school and at home before his friendship with an 80-year-old self-designated actress gives him the courage to be himself.

Westall, Robert. *The Machine Gunners*. 1976. Greenwillow, $11.25.

With a machine gun salvaged from a German plane shot down over Garmouth, England, Chas McGill and his friends arm their stolen-salvage fortress against the enemy, who turn out not to be the Nazi horde they expect from newsreels.

Zindel, Paul. *The Pigman*. 1968. Harper, $9.57; Bantam, paper, $2.50.

Two high school sophomores tell, in alternate chapters, the tragic story of their friendship with a lonely old man they delight and then deeply hurt.

CONTEMPORY CLASSICS FOR YOUNG ADULTS

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Adams, Richard. *Watership Down*. 1974. Macmillian, $15.95; Avon Paper, $3.95.

In this unique animal saga, a ragtag band of rabbits threatened by the destruction of their warren sets out to establish a new home on the English downs.

Asimov, Isaac. *Foundation*. 1952. Doubleday, $10.95; Avon, paper, $2.95; Ballantine/Del Rey, paper, $2.75.

The fall of the Galactic Empire impels a group of psychohistorians to establish a hidden foundation for the development of a new society in the first volume of a trilogy completed by *Foundation and Empire* and *Second Foundation* and reopened with *Foundation Edge*.

Auel, Jean. *Clan of the Cave Bear*. 1980. Crown, $15.95; Bantam, paper, $4.95.

An orphaned Cro-Magnon child, adopted into a clan of Neanderthal hunter-gatherers, grows into womanhood and into a gradual awareness that her survival is linked to that of humankind.

Baldwin, James. *If Beale Street Could Talk*. 1974. Doubleday/Dial, $6.95; NAL/ Signet, paper, $2.95

Twenty-two-year-old Fonny, wrongly imprisoned for rape, and 19-year-old Tish, pregnant with his child, support each other in the struggle against injustice and racial oppression in Harlem. Another fine novel by Baldwin is *Go Tell It on the Mountain*.

Beagle, Peter. *The Last Unicorn*. 1968. Viking, o.p.; Ballantine, paper, $2.25.

A funny/sad quest fantasy in which an enchanting unicorn--joined on her journey by a bungling magician, a pure-at-heart wench, and a butterfly--leaves her idyllic forest in search of others of her kind.

Borland, Hal. *When the Legends Die*. 1963. Harper, $9.95; Bantam, paper, $2.75.

Thomas Black Bull, a young Ute forced into the white man's world, becomes an embittered, brutal, horse-killing rodeo rider before he finds his identity through acceptance of his Indian heritage.

Boulle, Pierre. *The Bridge Over the River Kwai*. 1954. Vanguard, $11.95; Bantam, paper, $2.95.

During World War II, a British colonel almost drives 500 enlisted men to death in the process of building a bridge over the River Kwai on orders of his Japanese captors--and then resists British saboteurs who come to blow it up.

Bradbury, Ray. *The Martian Chronicles*. 1950. Doubleday, $12.95; Bantam, paper, $2.95.

The late-twentieth-century colonization and exploration of Mars by Earth provide a loose framework for a series of stories about the first landing on Mars, the first colonies, the nature of the elusive Martians, and the lives of Earthlings turned Martians.

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Clarke, Arthur C. *Childhood's End*. 1953. HBJ, $14.95; Ballantine/Del Rey, paper $5.95; Ballantine/Del Rey, paper $2.50.

In the near future Earth is invaded and ruled by a beneficent superior species that is preparing humanity for a giant evolutionary step forward. The author's *Rendezvous with Rama* is another fascinating portrayal of human-alien contact.

Demetz, Hannah. *The House On Prague Street*. 1980. St. Martin's, o.p.; Bantam, paper, o.p.

Escalating anti-Jewish sentiment forms the backdrop of a strongly autobiographical novel that balances pleasant recollections of a girl's protected growing up in Czechoslovakia with the tragic circumstances of her first love and the nightmare of World War II.

Durham, Marilyn. *The Man Who Loved Cat Dancing*. 1972. HBJ, o.p.; Dell, paper, o.p.

Released from imprisonment for killing the murderers of his Indian wife, Jay Grobart stages the robbery of a train to get money to buy back his son--but the presence on board of a white woman complicated his plans.

Fast, Howard. *April Morning*. 1961. Crown, $8.95; Bantam, paper, $2.95.

The familiar story of Lexington and Concord takes on immediacy and deeper meaning as it is related by 15-year-old Adam Cooper, son of a Massachusetts farmer, who is catapulted from childhood to maturity on that fateful day in April 1775.

Finney, Jack. *Time and Again*. 1970. Simon & Schuster, o.p.; Fireside, paper, $9.95.

As part of a top-secret government project, Simon Morley steps back in time to New York City of the 1880's where he meets and falls in love with Julia.

Forsythe, Frederick. *Day of the Jackal*. 1971. Vicking, o.p.; Bantam, paper, $3.95.

An unassuming French policeman matches wits with an elusive Englishman who is out to assassinate Charles de Gaulle.

Gaines, Ernest. *The Autobiography of Miss Jane Pittman*. 1971. Doubleday, $12.95; Bantam, paper, $2.95.

The story of a courageous black woman who began life as a slave on a Louisiana plantation, was freed at the end of the Civil War, and lived to take part in the civil rights demonstrations of the 1960s. Gaines has recently written another powerful black novel, *A Gathering of Old Men*.

Golding, William. *Lord of the Flies*. 1954. Putnam/Coward-McCann, $14.95.

Marooned on a tropical island, a group of English schoolboys tries to set up a civilized society; but, with fear of the unknown, savagery erupts, and the rule of brute force leads to murder.

Green, Hannah. *I Never Promised You A Rose Garden*. 1964. Harper, $14.95; NAL/Signet, paper, $2.50.

A 16-year-old schizophrenic girl struggles to leave her private fantasy world with the aid of a sympathetic psychiatrist who helps her to accept the harsh but healthy challenges of life.

Guest, Judith. *Ordinary People*. 1976. Viking $12.95; Penguin, paper, $4.95; Ballantine, paper, $2.75.

Still emotionally fragile after his attempted suicide, 17-year-old Conrad returns home to reevaluate his relationship with his parents and to cope with the pain and guilt associated with his brother's death.

Heinlein, Robert. *The Moon is A Harsh Mistress*. 1966. Putnam, o.p.; Berkley, paper, $2.95.

With the help of a sentient computer named Mike, the inhabitants of Earth's open penal colony on the moon rebel against the Authority to demand independence.

Heller, Joseph. *Catch-22*. 1961. Simon & Schuster, $13.95; Dell, paper, $4.95; Dell/Delta, paper, $4.95.

Black humor permeated this savage attack on war in which a World War II flier believes that if he can convince others he is insane, he will be relieved of duty.

Hemingway, Ernest. *The Old Man and the Sea*. 1952. Scribner, $12.50; Scribner, paper, $3.95.

With a young companion looking on, an old, once skillful fisherman now down on his luck fights a heroic battle with a monstrous fish. The antiwar love story *A Farewell to Arms* is another excellent Hemingway novel.

Herbert, Frank. *Dune*. 1965. Putnam, $16.95; Berkley, paper, $7.95; Berkley, paper, $3.95.

In the first novel in Herbert's ongoing epic series, young Paul Atreides, trained from birth in desert dicipline, becomes the prophet Maud-'Dib, who leads the savage Fremen of Dune against the Empire.

Hersey, John. *The Wall*. 1950. Knopf, $12.50.

A long, harrowing, ultimately triumphant World War II novel of the heroic resistance of a group of Jews facing annihilation by the Nazis in the Warsaw ghetto.

Hesse, Herman. *Siddhartha*. 1951. New Directions; dist. by Norton, $14.95; paper, $3.00; Bantam, paper, $2.95.

Siddhartha leaves his Brahmin family on a quest that takes him from asceticism to profligacy to a love of the world as it is.

Jackson, Shirley. *We Have Always Lived In the Castle*. 1962. Viking, o.p.; Penguin, paper, $4.95.

Merricat Blackwood lives alone with her sister Constance: everyone else in the family is dead, poisoned by a fatal dose of arsenic in the sugar bowl.

Kellogg, Marjorie. *Tell Me That You Love Me, Junie Moon*. 1968. Farrar, $14.95; paper, $6.95.

A funny and poignant story of three physically disabled young people--Junie Moon, disfigured by an acid attack; Arthur, victim of a progressive neurological disease; and Warren, a paraplegic--who set up housekeeping together.

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Kesey, Ken. *One Flew Over the Cuckoo's Nest.* 1962. Viking, $12.95; Penguin, paper, $3.95; NAL/Signet, paper, $2.95.

Feigning insanity to avoid the law, rabble-rouser Randal Patrick McMurphy leads a group of fellow mental patients in a struggle to rediscover their human dignity.

Keyes, Daniel. *Flowers for Algernon.* 1959. HBJ, $13.95; Bantam, paper, $2.75.

Mentally retarded Charlie tells in his own words how experimental brain surgery gives him superior intelligence--and then how the experiment begins to fail.

Knowles, Daniel. *A Separate Peace.* 1959. Macmillan, o.p.; Dell/Delta, paper, $3.95; Bantam, paper, $2.95.

In a New Hampshire boarding school during World War II, Gene causes an accident that cripples his handsome, daredevil friend Finny; and, much later, Gene faces the ambivalence and rivalry in their friendship.

Lee, Harper. *To Kill A Mockingbird.* 1960. Harper, $15.95; Warner, paper, $3.50.

Tomboy Scout recollects a telling summer in the 1930s when her beloved father, Atticus Finch, risked condemnation by town racists for defending a black man unjustly accused of rape.

Le Guin, Ursula. *The Left Hand of Darkness.* 1969. Harper, $12.95; Berkley/Ace, paper, $2.95.

On the ice-bound planet Winter, where mutated nongendered humans can become either male or female during estrus, Genly Ai, emissary from the Galactic League, finds his unchanging maleness a personal and social psychological barrier.

MacLean, Alistair. *The Guns of Navarone.* 1957. Doubleday, o.p.; Ballantine/Fawcett, paper, $2.95.

With the lives of 1,200 British soldiers dependent upon their success, Captain Mallory and a small group of commandos must destroy the German-held batteries in the impregnable rock fortress of navarone.

Malamud, Bernard. *The Fixer.* 1966. Farrar, $17.50; paper, $7.95; Pocket, paper, $3.95; Pocket/Washington Square Press, paper, $2.95.

Based on an incident that took place in Czarist Russia, this tragic portrayal of anti-Semitism tells the story of a Jewish man falsely accused of the ritual murder of a child. Malamud's book *The Assistant*, a novel of romance and redemption, lends additional insight into the Jewish experience.

Markandaya, Kamala. *Nectar In a Sieve.* 1955. John Day, o.p.; NAL/Signet, paper, $2.95.

Married at the age of 12 to a tenant farmer she has never seen but comes to love, a simple peasant girl, Rukmani, struggles quietly and courageously against poverty and natural disasters in a changing rural India.

Plath, Sylvia. *The Bell Jar*. 1963. Harper, $15.95; Bantam, paper, $3.95.

An autobiographical novel about a young girl--brilliant, beautiful, and successful, but slowly breaking down--written by a poet who later committed suicide.

Portis, Charles. *True Grit*. 1968. Simon & Schuster, o.p.; NAL/Signet, paper, $2.50.

A stubborn 14-year-old finagles an equally stubborn marshal into helping her track down her fathers killer in an Old West yarn that mixes the comic with the typical shoot-em-up.

Potok, Chaim. *The Chosen*. 1967. Simon & Schuster, o.p.; Ballantine/Fawcett, paper, $2.95.

A relationship that starts in the fierce rivalry of a baseball game grows to strong friendship between two Orthodox Jewish boys, Danny and Reuven, and Reuven becomes involved in the conflict between Danny and his austere Hasidic rabbi father. The story continues in *The Promise*.

Renault, Mary. *The King Must Die*. 1958. Pantheon, $15.95; Bantam, paper, $4.50.

Small and quick-witted, the Greek hero Theseus at 17 is already a seasoned warrior when he volunteers to fight with the conscripted Athenians in the deadly bull dances in Crete.

Salinger, J. D. *Catcher In the Rye*. 1951. Little, Brown, $14.95; Bantam, paper, $2.95.

Three days and nights spent in New York City by Holden Caulfield, a sensitive, intelligent, and honest 16-year-old, as he confronts the false values of the adult world.

Solzhenitsyn, Alexander. *One Day In the Life of Ivqan Denisovich*. 1963. Dutton, o.p.; Bantam, paper, $2.95; NAL/Signet, paper $2.25.

Condemned by the Stalinist government to forced labor in Siberia, a man suffers through a day at the camp, evoking the rituals and ploys he has conceived to preserve his life and sanity.

Stewart, Mary. *The Crystal Cave*. 1970. Morrow, o.p.; Ballantine/Fawcett, paper, $3.95.

The first episode in Stewart's Arthurian trilogy follows Merlin's adventures and education in the magic arts from childhood to the year of Arthur's birth. The story continues in *The Hollow Hills* and *The Last Enchantment* and branches out in *The Wicked Day*, a tale of Modred.

Swarthout, Glendon. *Bless the Beasts and Children*. 1970. Doubleday, o.p.; Pocket, paper, $2.95.

A group of unhappy teenage boys, the outsiders at a summer camp, find self-respect and freedom when they work together to free a herd of buffalo about to be brutally slaughtered.

Tey, Josephine. *Daughter of Time*. 1952. Macmillan, o.p.; Pocket, paper, $3.95; Pocket/Washington Square Press, paper, $3.95.

To pass the time while in the hospital, a man turns his investigative prowess toward unraveling the mystery associated with Richard III of England and the deaths of the two young princes kept in the Tower of London.

Tolkien, J. R. R. *Lord of the Rings.* 1965. Houghton, $35.95; paper, $13.95.

The Fellowship of the Rings (1954), *The Two Towers* (1955), and *The Return of the King* (1956), constitute a three-part saga about the home-loving young hobbit Frodo, who undertakes a valiant and perilous journey to prevent a magic ring from falling into the hands of the powers of darkness.

Uhlman, Mary. *Reunion.* 1977. Farrar, $6.95; Penguin, paper, $3.95.

As Hitler comes to power in Germany, the close friendship between a Jewish boy and his aristocratic classmate is destroyed--until there is a tragic "reunion."

Vonnegut, Kurt. *Slaughterhouse Five;* or *The Childrens Crusade.* 1965. Delacorte, o.p.; Dell, paper, $3.50; Dell/Delta, paper, $3.95.

Billy Pilgrim, "unstuck in time" shuttling between the World War II fire-bombing at Dresden and a luxurious zoo on the planet Tralfamadore, learns that life is meaningless.

Walker, Margaret. *Jubilee.* 1966. Houghton, $15.95; Bantam, paper, $3.95.

Plantation life in Georgia, the events of the Civil War, and the frustrations of Reconstruction are vividly portrayed from the black point of view through the story of the slave woman Vyry.

Wharton, William. *Birdy.* 1979. Knopf, $8.95; Avon, paper, $3.50.

Alternating narratives trace a friendship that is tested when a Vietnam veteran is called upon to help his buddy overcome a longtime obsession with birds that has finally pushed him over the edge of reality.

White, T. H. *The Once and Future King.* 1958. Putnam, $16.95; Berkley, paper, $3.95.

A dramatic, sometimes witty retelling of Arthurian legend follows Arthur from boyhood to the disintegration of Camelot.

Wouk, Herman. *The Caine Mutiny.* 1954. Doubleday, $17.95; Pocket, paper, $4.95.

On a U.S. minesweeper in the Pacific during World War II, the officers take over from their mentally unbalanced captain and face a dramatic court-martial on their return.

DEVIL'S DICTIONARY

GOAL: To reinforce word-building concepts.

SUGGESTED GRADE LEVEL(S): 6-8

LEARNER OUTCOMES

Content Area:	Information Skills
The student will: 1. Master base word definitions by using dictionary skills. 2. Review the use of the dictionary.	The student will: 1. Use an unabridged dictionary.

ACTIVITY:

1. All words must have one of the roots, one of the prefixes and one of the suffixes which have been studied. (See list below)
2. Entries in this dictionary should appear as they would in any standard dictionary. Include your own definition of the word.
3. No words included in the Devil's Dictionary can be found in any unabridged dictionary. These are new words that you are creating.

RESOURCES: Dictionaries

EVALUATION: Work will be judged on proper dictionary form, accuracy of definitions, words which are original. Neatness counts.

SOURCE: Rita Ryan,
Norman

SUGGESTED WORD PARTS

	PREFIX	ROOTS	SUFFIX
1.	auto (self)	graph (writing)	mania (madness for)
2.	anti (against, opposite)	phon (sound, voice)	phobia (fear of)
3.	tele (far)	therm (heat)	ist (one who)
4.	bi (two, twice)	meter (measure)	ic (pertaining to)
5.	dia (through, between)	dic (say)	
6.	con (together)	vit, viv (life)	ism (condition of)
7.	trans (across)	port (carry)	able, ible (able to)
8.	re (back, again)	pen, pun (punish)	ment (state of)
9.	in, im, il, ir, un (not, in, on, within)		ous (full of)
10.	pre (before)	vert (turn)	ion, tion (act of, condition)

SAMPLE WORDS

bithermist n: one who heats everything twice

autopenment n: self punishment

transhydrophobia n: one who is fearful of crossing water

prevertmania n: one who has a madness for turning too soon

Now try your own on a separate sheet of paper.

FEDERATION CARTOGRAPHICAL SOCIETY: AN ATLAS ACTIVITY

GOAL: To give students the opportunity to demonstrate a knowledge of the terms and arrangement of an atlas

SUGGESTED GRADE LEVEL(S): 6, 7, 8

LEARNER OUTCOMES

Content Area: Social Studies, Science	Information Skills
The student will: 1. Demonstrate the ability to gather information pertaining to science problems from resources such as maps. 2. Utilize research and communication skills in science exploration projects. 3. Interpret maps, globes and atlases. 4. Distinguish between political and physical maps. 5. Understand and apply skills associated with latitude and longitude. 6. Demonstrate the ability to use reference materials and resources for geographical study.	The student will: 1. Interpret maps, globes and atlases. 2. Design a visual to convey a message.

ACTIVITY: After a classroom introduction to maps, globes and atlases, each student will be assigned to a team. Each team will determine the name and characteristics of a fictional planet. Students will then follow the instructions in the contract below.

RESOURCES: Sample maps, globes, atlases. Imaginary maps from fiction books.

EVALUATION: Group evaluation of maps according to criteria included in contract. Teacher/library media specialist evaluation of maps. Teacher evaluation of individual participation in each group. Student self-evaluation of his/her participation. Library media specialist evaluation of complete atlas using criteria established beforehand.

SOURCE: Developed by Judy Mahan
Library Media Specialist
McKinley Elementary, Norman

STANDARD FEDERATION SERVICE CONTRACT

I, ______________________, hereby agree to a 2-year tour of duty aboard the **StarShip Draco**, subject to the following conditions:

1. A salary of 17,000 Federation Credits per year.
2. An 8 hour tour of duty in every 24 hours.
3. Twelve days of recreation leave per year.
4. Hazard pay for poison gas planets.
5. Termination of **Federation Citizenship** for those wishing to colonize.
6. All crew members are subject to **Federation Regulations** concerning contact with alien species.
7. All crew members and survey team members are subject to orders of:

Ship Captain: ______________________

Survey Team Leader: ______________________

Team Leader: ______________________

without exception or exemption.

Signed: ______________________________ **Thumbprint**

☐

Stardate: 3746.3

THE GREAT SEAL OF THE UNIVERSE

GREETINGS!

FROM THE FEDERATION CARTOGRAPHICAL SOCIETY

1. **You** have been chosen as a member of the crew of the Star Ship Draco to journey to the planet ____________________.

2. **You** will be part of the team assigned to map one of the eight continents of this planet.

3. Remember that the federation requires all maps to contain and include the following:

   1. A compass rose
   2. Scales
   3. Grid
   4. Legend:
      - mountains
      - rivers
      - lakes
      - grasslands
      - deserts
      - cities
      - highways
      - railroads
      - airports

4. You and your team may make a physical or political map or combine them into one map.

5. The team must make a "rough" map and have it approved by the team leader:

   ____

6. The team will then make a large final map to be bound into an atlas of:

   ____

7. The **Federation Cartographical Society** has confidence in you and your team. **Good Luck** and **Safe Journey**.

Blandrip Hiperbole,
Director

BIOGRAPHICAL RESEARCH PAPER

GOAL: To provide an opportunity for students to do research about people and to write a paper based on that research.

SUGGESTED GRADE LEVEL: 8

LEARNER OUTCOMES

Content Area: Language Arts, Social Studies	Information Skills
The student will:	The student will:
1. Apply spelling skills.	1. Use special indexes.
2. Produce neat accurate papers.	2. Become fairly independent users of reference sources for biographical information.
3. Write paragraphs using tropic sentences, details, organization and closing statements.	3. Compare sources.
4. Follow basic rules of capitalization and punctuation.	4. Select the most useful source(s) from many.
5. Make distinction among propaganda, fact and opinion.	5. Recognize stereotyping, bias and prejudice.
6. Identify cause and effect.	6. Prepare a bibliography.
7. Identify cultural factors that influence the lives of the people within a nation or period.	

RESOURCES:
Individual biographies
Collective bibliographies
Biographical dictionaries and other reference books
General encyclopedias
Readers' Guide to Periodical Literature
History books about the period of the biographees

EVALUATION: Students will be graded by the social studies teacher, language arts teacher or library media specialist on each research step listed on the schedule page. The process as well as the product will be evaluated.

SOURCE: Mary Ann Driver
Irving Middle School, Norman

Date:

Dear Parents:

The eighth grade students at Irving are beginning a combined language arts and social studies project entitled, "Writing a Biographical Research Paper." The skills for writing a research paper will be taught by the language arts teachers, the social studies teachers, and the librarian.

Students will learn how to select a topic, find information, take notes, organize facts, and write a final paper. The project will run approximately four weeks and final papers are due ___________. The students have been given a list of topics from which to select. The finished paper should be seven or more paragraphs in length. Students will have time to work on their papers during the school day; however, some work at home may be necessary.

The topics for the project are contemporary personalities and, in addition to the final paper, each student will be required to give a short two- or three-minute "campaign" speech. Students in each class will then vote on personalities to be included in a "Hall of Fame."

Your interest and cooperation in this project is appreciated.

Sincerely,

____
Language Arts

____
Social Studies

____
Library Media Specialist

I have seen the information about the research paper and understand the assignment.

____
Parent's Signature

SCHEDULE FOR WRITING RESEARCH PAPER

Name ______________________

LA Teacher ______________________

SS Teacher ______________________

	Dates for Completed Work	Research Steps	Comments*
1.	______________	**Select** subject	______________
2.	______________	Prepare a **working bibliography** on worksheets--these will be possible sources on your subject.	______________
3.	______________	**Read sources** carefully to find out what information is available.	______________
4.	______________	Prepare **preliminary outline**.	______________
5.	______________	Read and **take notes** on your subject.	______________
6.	______________	Assemble notes and write **final outline**.	______________
7.	______________	Write **rough draft**.	______________
8.	______________	Write introductory and concluding paragraphs.	______________
9.	______________	Write **final draft** complete with bibliography.	______________
10.	______________	**Turn in final paper** complete with cover.	______________
11.	______________	Make **presentation**.	______________

*Comments will be given on the quality of your work.

EXCELLENT **VERY GOOD** **FAIR** **POOR**

RESEARCH PAPER GUIDELINES

1. **ASSIGNMENT:** You are to choose a personality from the list provided. Using resources from the media center, your home, and/or the public library, you are to prepare a research paper with bibliography, note cards, and outline. From the information in your paper, you are to prepare a 2-3 minute "campaign" speech to influence your classmates to vote for your candidate/personality for your class "Hall of Fame."

2. **SCHEDULE:** You will be graded at each step shown on your schedule. Completing each step by the date due is essential One of your teachers will sign your schedule as you complete each step.

3. **SOURCES:** You must use at least three sources of information to complete your research paper. At least two of them must be different types of sources such as:

    1. General encyclopedia (**only one of your sources may be this).
    2. Specialized encyclopedia.
    3. Individual biography.
    4. Collective biography.
    5. Magazine article or microfiche article.

4. **LENGTH OF PAPER:** Your paper should be no less than 6 well-developed paragraphs and no more than five pages. The final paper should be written in ink and should include a cover sheet with title and heading including the names of your language arts and social studies teachers. Your paper must also include a bibliography of your sources.

5. **GRADING OF THE PAPER:** The final paper will be graded by both your language arts and social studies teachers.

    Language Arts Grading Criteria
    a. Manuscript form (penmanship, organization, following directions).
    b. Spelling.
    c. Capitalization, punctuation and paragraphs.

    Social Studies Grading Criteria
    a. At least three sources.
    b. Information organized, relevant to topic, accurate, in student's own words.
    c. Format followed, including introduction and conclusion.

BIBLIOGRAPHY--DOCUMENTING YOUR SOURCES

Documenting your sources means acknowledging in your report or paper the various places where you found your information. One way to organize this documentation is by filling out bibliography worksheets (p.4) for each source (book or periodical) you use and then alphabetizing them into a bibliography at the end of your report. A bibliography must contain certain information organized and punctuated in a precise format.

1. You must write down all the information accurately the first time to avoid having to go back to that source again. Ask for help in locating the bibliographic information you need from your teacher or the librarian.

2. Sample bibliographic entries:

The entry for an **encyclopedia article** should contain the following :

"Roosevelt, Franklin Delano." *The World Book Encyclopedia* (1983 edition), Vol. 16, pp. 412-423.

ENCYCLOPEDIA:
"Title of Article"
Name of Encyclopedia Latest Copyright Date Volume number
Page number (s) of article

The entry for a **book** should contain the following information:

Cook, Fred James. *Franklin D. Roosevelt: Valiant Leader*. New York, Putnam Co., 1968.

BOOK:
Author, Last Name First
Title of Book
City of Publication
Publisher
Copyright date

The entry for a **periodical article** should contain the following information:

"TRB from Washington." New Republic, Vol, 185 (Dec. 30, 1981), pp. 4-5.

PERIODICAL:
Author, Last Name First (if given)
"Title of Article"
Name of Magazine
Volume number
Date of magazine
Page number(s)

WORKING BIBLIOGRAPHY OR SOURCE LIST

Include at least six (6) possible sources. You may not need to use all of them, but you can practice looking for them and writing them down. List below in bibliographic form. Be sure your punctuation is correct.

Encyclopedia (choose 2)

1. ____
____
____

2. ____
____
____

Books (choose 2)

1. ____
____
____

2. ____
____
____

Magazine Articles or Microfiche Articles (choose 2)

1. ____
____
____

2. ____
____
____

PRELIMINARY OUTLINE

Before you can take notes, you need an overview of your subject. If your subject is treated in a general encyclopedia, this is an outstanding source for an overview. If not, you may have to read several sources to get an overall idea about your subject.

As you read about your subject, make a list of three or four questions you would like to write about in your paper. Remember that these topics are not the final outline for your paper. This is just a guide for note-taking and reading. As more detailed reading suggests new topics, put them in your outline. Some topics may have to be taken out of your outline if you find little or no information about them.

Use the important words from your questions, but do not write your entire question. Here is an example:

TITLE OF REPORT: Franklin D. Roosevelt

I. Background
    A. Birth
    B. Education
    C. Early experiences

Look at your questions and prepare your outline.

TITLE OF REPORT: ______________________________

I. Introductory paragraph
II. ______________________________ (1st Main Topic)
    A. ______________________________ (Subtopic)
    B. ______________________________ (Subtopic)
    C. ______________________________ (Subtopic)
    D. ______________________________ (Subtopic)
III. ______________________________ (2nd Main Topic)
    A. ______________________________ (Subtopic)
    B. ______________________________ (Subtopic)
    C. ______________________________ (Subtopic)
    D. ______________________________ (Subtopic)
IV. ______________________________ (3rd Main Topic)
    A. ______________________________ (Subtopic)
    B. ______________________________ (Subtopic)
    C. ______________________________ (Subtopic)
    D. ______________________________ (Subtopic)
V. ______________________________ (4th Main Topic)
    A. ______________________________ (Subtopic)
    B. ______________________________ (Subtopic)
    C. ______________________________ (Subtopic)
    D. ______________________________ (Subtopic)
VI. Concluding paragraph

NOTECARDS: RESEARCHING AND TAKING NOTES

Because you cannot possibly remember every piece of information that you uncover during your research, you must have a practical and organized method for taking notes. Your notes must be written with sufficient care so that you will not have to consult the sources again, but you can write your report using just the information on the note cards.

1. Use your 4x6" index cards, your working bibliography, and your preliminary outline when taking notes.
2. The notes you take should fall under one of the topics or subtopics on your outline.
3. Make one card for each subtopic. If you change topics, even though you are still reading from the same source, **change cards** and be sure to write your source on each card. Write the name of the topic on the top line of the card.
4. As you read from an encyclopedia or book, write down the most important facts **in your own words**. Remember in note-taking that you are not writing down complete sentences. Abbreviate. Leave out a, an, the.
5. Remember that your notecards must contain enough information on each topic for a paragraph in your report. One sentence or phrase can hardly be stretched into a well-developed paragraph.
6. Continue your reading and research, always writing any important information that fits your topics on your cards.

***Topic**

BACKGROUND*

Born to wealthy parents.
Attended prestigious schools.
Married money (WB, p.112).

BACKGROUND*

Says he was poor
country boy.
Was a hero (Time).

BEFORE MOVING TO THE NEXT STEP, YOU MUST HAVE A SET OF NOTE CARDS LABELED WITH YOUR SUBTOPICS OR TOPICS.

ASSEMBLING NOTES INTO FINAL OUTLINE

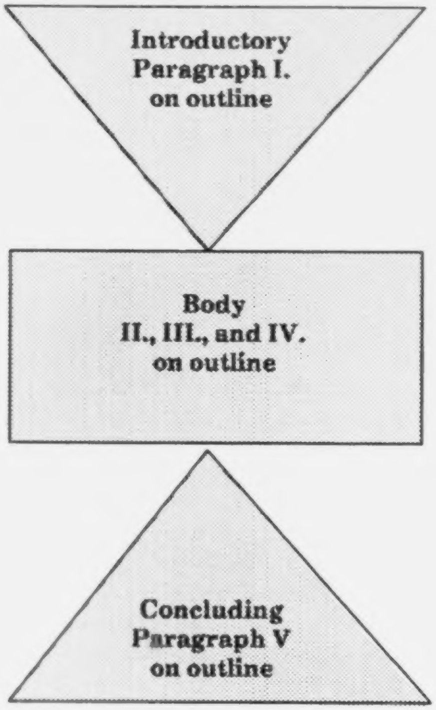
1. When you are satisfied that you have enough notes on your subject, you are ready to write the final outline for your report. An outline is a plan of organization which helps you while you write and helps your readers follow the development of your report.
2. Put all cards with the same topic together in stacks.
3. Now take each stack of cards and read your notes carefully. Decide in what order your notes would best be arranged. Do this for each stack of cards.
4. Now you are ready to list your topics and subtopics in the order in which they are most logical. Your outline should have the same number of entries as you have topics and subtopics on your preliminary outline.
5. You will include an Introductory Paragraph and a Concluding Paragraph in your outline. These will be written later.
6. You must follow a specific form in your outline. Be careful to align it correctly and punctuate it as shown in the example below.

I. Introductory Paragraph
II. Topic I
    A. Subtopic 1
    B. Subtopic 2
    C. Subtopic 3*
III. Topic II
    A. Subtopic 1
    B. Subtopic 2
    C. Subtopic 3*
IV. Topic III
    A. Subtopic 1
    B. Subtopic 2
    C. Subtopic 3*
V. Topic IV
    A. Subtopic 1
    B. Subtopic 2
    C. Subtopic 3*
VI. Concluding paragraph

* Remember that you may have more or less topics and subtopics than shown on this example.

INTRODUCTORY PARAGRAPH AND CONCLUDING PARAGRAPH

The **Introductory Paragraph** tells what the report is going to be about, but it must be interesting enough to catch your reader's attention. A good way to indicate your purpose is with a statement of fact. Remember to avoid the dull or uninteresting and **do not say**, "In this report I will tell you about..."


Introductory Paragraph I. on outline
Body II., III., and IV. on outline
Concluding Paragraph V on outline

SAMPLE INTRODUCTORY PARAGRAPH:

Franklin D. Roosevelt must have been quite a man to be elected to the Presidency more times than any President before or since. It has been said that no other President since Abraham Lincoln has been hated so much or loved so truly. From the current perspective, Roosevelt appears a giant among men, but perhaps a closer examination would indicate faults.

The Concluding Paragraph should sum up the main points of the report. You want it to be as clear and interesting as your first idea. Also you want to tie everything together and clearly say, "The End" without writing "The End."

SAMPLE CONCLUDING PARAGRAPH:

Roosevelt's death was mourned by people all over the world. Weeping people lined the railroad track as the train carrying his body passed through the countryside from Warm Springs, Georgia, back to Washington, D.C. Perhaps he was not a giant; perhaps he was.

ROUGH DRAFT

You will first write a "rough draft," one that will be revised and corrected, before you rewrite your report in ink to turn in. In general, you should write about one-half page for each of the capital letters in your outline; however, this may vary. If you have followed instructions on organizing your note cards, you will be able to write one paragraph from each note card.

1. Organize your note cards in the same order as your outline.
2. Write your rough draft in **PENCIL** on notebook paper and **DOUBLE SPACE**. This means skipping a line after each written line; this gives you a place to make corrections or add items you forgot.
3. Begin writing your rough draft with the first topic on your outline. Be sure to use **COMPLETE SENTENCES**.
    a. Read the notecard on the first topic, and write a topic sentence for the information on that card.
    b. Using the information on the card, write supporting sentences. Arrange them so that they sound logical and make good sense to you.
    c. Reread what you wrote, and write either a concluding sentence or a transition sentence that will help move you into your next paragraph.
4. Continue through your note cards in the same manner.
5. Proofread the completed rough draft and look for errors in spelling and punctuation. Be sure the whole paper follows a logical sequence and makes sense.
6. Have two adults proofread your rough draft and sign it.

FINAL DRAFT

To revise and correct your report, carefully go back over it and look for errors. Correct them on the rough draft.

1. Revise and punctuate your sentences so that they are clear, smooth and complete. Check your spelling to be sure that each word is correct.
2. Leave margins at the top, bottom and sides of all pages.
3. Single space your final paper. Write in blue or black **INK** on notebook paper and on one side of the paper only.
4. Your final draft should include a title page, the final paper, and a bibliography. Remember that your bibliography is an alphabetical list of all sources that you have used to write your paper.

Title of Your Paper

Your Name
LA Teacher's Name
SS Teacher's Name
Date

Bibliography

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HUMOR AND THE MASS MEDIA

Emphasis Grade Level: 7-9

GOAL: To foster oral, written, and visual communication through an understanding and appreciation of humor.

EMPHASIS GRADE LEVEL(S): 7-9

SUGGESTED LEARNER OUTCOMES

Content Area: Art, Language Arts, Social Studies, Music, P.E., Home, etc.	Information Skills
The student will: 1. Use information from the mass media. 2. Appreciate stories. 3. Analyze oral communication. 4. Recognize and understand forms of literature. 5. Practice effective listening. 6. Recognize the characteristics of comedy. 7. Critique literature and media presentation. 8. Use expressions in dialogue, poetry, tall tales, letters, short stories, songs or ballads. 9. Expand reading scope through various forms of literature. 10. Use both oral and nonverbal communication in social contexts. 11. Will learn to communicate orally in a variety of situations. 12. Develop skills in attending to responding to and analyzing oral communications. 13. Identify figurative language. 14. Draw inferences from the material read or from other forms of communications. 15. Interpret and analyze political cartoons.	The student will: 1. Draw on community resource. 2. Scan and skim for relevant materials. 3. Use a video or movie camera. 4. Use discussion skills to obtain information. 5. Create a skit. 6. Report and present information in a variety of ways. 7. Appreciate and identify photography and film techniques. 8. Enjoy listening, viewing, and reading as recreational activities. 9. Evaluate presentations from criteria developed beforehand. 10. Recognize stereotyping, bias, and prejudice. 11. Evaluate and use mass media as a source of information.

ACTIVITIES

1. Students will bring in examples of humor from home (i.e., jokes, comic books, cartoons, humorous books, etc.).

2. Black out dialogue or captions on cartoon strips and have students write in new dialogue.

3. Students may bring in one new joke each day to tell the class.

4. Field trips.

   a. TV and radio stations.
   b. Humorous movie or play.
   c. Film festival.
   d. Newspaper office.

5. Conduct a photo contest after sub-unit on photography.

6. Students will use primitive musical instruments to experiment with sound.

7. After studying basic motor movements, a competition will be held to exhibit humor-type body movements.

8. Conduct "Nielsen-type" surveys on TV shows.

9. Experiment with mixing and creating colors in art class.

10. Collect illustrations or body proportions from magazines, newspapers, and pamphlets.

11. Create, price, and advertise a product. Then, poll the student body for results.

12. Make bulletin boards on items of interest.

13. Groups of students will role-play famous comic strips, TV comedy shows, or cartoon characters.

14. Students will produce their own magazine and/or comic strip, featuring their writing and drawings.

15. Exhibit results of student activities in display cases and on the bulletin board by library media center.

16. Offer a prize for best costume design for a play production.

17. Language of Laughter:

humor humorous humorist wit jocular funny
droll whimsical ludicrous absurd comic mirth
laughable amusing irony satire sarcasm jokes
riddles puns cartoons caricature jest wisecrack
quip

Compose stories, definitions, anagrams, word searches using this list.

ACTIVITIES FOR SPECIFIC SUBJECT AREAS

A. Language Arts

1. The reading of books, pamphlets, magazines, and comic strips in order to survey the literary field of humor.

2. View films, strips, TV shows and plays.
   - a. Discuss and compare characters.
   - b. Compare setting.
   - c. Discuss plot techniques.
   - d. Sets, scenery, etc.
   - e. Musical background.

3. Writing Activities.
   - a. Writing reviews of films or TV shows.
   - b. Write summaries of the lives of humorists.
   - c. Make continuing lists of technical vocabularies.
   - d. Compose stories, plays and jokes.

4. While listening to humorous recordings, note aspects of humor through this media as compared with other media.

5. Produce in classroom one-act plays for the purpose of learning the aspects of dramatics.

6. Compose and produce the different forms of humor in class.

7. Read critical reviews of popular shows, movies, etc.

8. Read, write, and report orally on artists, cartoonists, playright, etc.

9. Go out on field trips and take notes on information helpful to classroom productions.

B. Home Economics

1. Look at fashion plates of clown types--ancient to modern day. Note that many "funny" costumes today were once "high fashion."

2. Have a "Dress-Up Day" in Mother's old clothes--see what we see as humorous clothes were once very fashionable (common technique for characterization in humor).

3. Design and make costumes for video productions.

4. Design "funny" costumes to show different characterizations of comedy types.

5. Using large, colored fabric squares, discuss how color combinations create a humorous mood.

6. Students will watch TV and list items advertised, the time, and the show.

7. Take notes on specific makeup and personal-attractiveness ads.

8. Analyze ads for specific traits or characterizations used to sell a product (tall men, slim women, great clothes, huge apartments, etc.).

9. Create two makeup companies and develop ads for them.
   a. Emphasize valid qualities of the product.
   b. Create a fake, or invalid, image, making wild promises.

C. Physical Education

1. Floor patterns with movements.
   a. Walk, run, skip, hop, jump.
   b. Variations with body builds and individual personalities.

2. Musical notation of movements.
   a. Make instruments for sound effect and rhythm pattern.
   b. Set up rhythm pattern.
   c. Dramatic compositions of basic movements.
   d. Establish humorous skits with movement patterns.
   e. Act out jokes, cartoons, using music and movements.

3. Develop physical growth charts and record health problems.

4. Mass media and health aspects.
   a. Note impact of TV, radio, movies on life styles.
   b. Detrimental effects of marketing potentially dangerous items (e.g., commercials for tobacco, alcohol, etc.).

5. Demonstration of sound effects to use in TV plays.

D. Art

1. Color
   a. Discuss primary colors (red, yellow, blue).
   b. Mix equal amounts of primary color to make secondary colors.
   c. Mix unequal amount of primary colors to make tertiary colors.
   d. Make tints of color by adding white and shades of color by adding black.
   e. Discuss how different colors give a feeling of different moods.

2. Line
   a. Draw different kinds of lines for different mood (e.g., straight line--anger; zigzag line--anger; wavy line--gracefulness).
   b. Combine different kinds of lines to form shape.
   c. Use line to draw geometric shapes; shade forms to show 3-D.
   d. Use line to create animals, people, building, scenery, etc.
   e. Do scale drawings using line.
   f. Use line form letters.
   g. Use line to draw models in stick figure form (have students model for class sitting, standing, etc.).
   h. Draw modes--filling in body.
   i. Draw creative cartoons.
   j. Make 3-D stage scenery (trees, buildings, etc., using papier mache).
   k. Make films of creative cartoons.

RESOURCES

A. Language Arts

1. Books, pamphlets, periodicals (see Bibliography).
2. Equipment
   a. Video-type recorder.
   b. Recorders, projector, move and still cameras.
   c. Photographic supplies.
   d. Records, films, film strips.
   e. File cabinet.
   f. Display stands for paperback books.
3. Graduate students of Drama Department of a nearby college/university as resource for dramatic productions.

B. Home Economics

1. Fabric, thread, trims, scraps of fabric.
2. Magazines.
3. Makeup samples.
4. Books/booklets on costume.

C. Art

1. Tempera paints.
2. India ink.
3. Paint brushes (narrow and wide).
4. Burlap.
5. Yarn.
6. Staff pens and points.
7. Wheat paste.
8. Poster paper.
9. White drawing paper.
10. Roll of white Kraft paper.
11. Acrylic paints.
12. Film.
13. Magic markers.

D. Physical Education

1. Anatomical charts.
2. Modern jazz books.
3. Rhythm records.
4. Ethnic dance records.
5. Books
   a. *Waste Makers* by Vance Packard
   b. *Biography of Martha Graham* by Alvin Ailey.
   c. *Facts and Fallacis of Health Items*.

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Where the Sidewalk Ends. Harper, 1974.

The Smithsonian Collection of Newspaper Comics, ed. by Bill Blackbeard and Martin Williams. Abrams and Smithsonian Inst. Press, 1978.

Stein, Harry. *How To Interpret Visual Resources*. Watts, 1983.

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EVALUATION: Students will be given specific criteria by the teacher(s) and library media specialist beforehand.

SOURCE: M. Jerry Weiss, Jersey City State College, New Jersey.
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SNEAKY STATISTICS

GOAL: To provide opportunities for students to locate, interpret and present statistical information.

SUGGESTED GRADE LEVEL(S): 7-10

LEARNER OUTCOMES

Content Area: Math, Social Studies	Information Skills
The student will:	The student will:
1. Solve word problems involving whole numbers, decimals and fractions.	1. Pose a range of possible areas for investigation.
2. Find the mean, mode, median and range of a set of numbers.	2. Interpret statistical information displayed in specialized reference sources.
3. Interpret and construct graphs from given data.	3. Recognize yearbooks as sources of current economic, social and political facts.
	4. Interpret abbreviations in entries by using keys found in the source.
	5. Use computer technology for information retrieval and as a learning tool.
	6. Use a variety of recording formats (maps, charts)
	7. Draw conclusions.

ACTIVITIES: Students may be asked to complete one or more of the following, individually or in small groups.

1. Introducing statistics
   - a. Brainstorm to determine areas where: (1) students might want or need to use statistics and; (2) where those statistics might be found.
   - b. Locate the kinds of statistics mentioned in part a. above.
   - c. Use these sources to write questions or word problems which include statistics.
   - d. Use mathematics and unabridged dictionaries to define statistics.

2. Develop a microcomputer database of statistics for manipulation (example: collect and record statistics on class members, states, countries or sports). Use the database to develop graphs.

3. Use a nonstatistical source of information and develop statistics from the information included (example: using telephone book yellow pages, develop statistics on services available or the occupations listed which do or do not require college training).

4. Compile news clippings which contain statistics. Attempt to verify them. Discuss the results.

5. Compare statistics on the same topic from different sources (example: compare population figures for a country from different sources or different editions of the same source).

6. Develop tables, charts, graphs (bar, picture, circle), or games from statistical information. Present the information using computers, posters, overhead transparencies or other visual resources.

7. Consider the uses of statistics in weather, economics, history, nutrition, sports or another area of interest. Prepare an illustrated talk.

8. Use a single statistical resource to develop questions, word problems, games or other statistics activities for other students. (A sample follows.)

DEVELOPING ACTIVITIES FROM A SINGLE SOURCE

Using the information provided from *Geo-Data: The World Almanac Gazetteer*.

Part I: United States Gazetteer.

Students will:

1. Be introduced to or reviewed on terms and concepts such as gazetteer, copyright date, entry, interpreting codes and abbreviations in reference books.
2. Select and complete one or more of the following activities.
    a. Make a chart comparing cities losing population with those gaining population. Determine the mean, median, range and mode for each group.

    b. Compare the cities with populations greater than 25,000. Rank them by any 2 of the following: population, income, percentage under 18, or percentage of sunshine.

    c. Make a chart ranking all cities on the list by any one of the following: population, income, population growth, land area, revenues, crime, income, growth, assessment.

    d. Find a city over 25,000 which is losing population. If the percentage of the population under 18 continues decreasing at the same rate, predict how many fewer persons in that age group there will be in 1990.

    e. Choose two cities under 25,000. Calculate the population density for each city. Show your results on a graph.

    f. Make charts ranking any 10 cities by population and by population growth. Determine the mean and median for each list.

    g. Devise five word problems using percentages from information found on the following pages.

    h. Using other, more recent sources, what is the most recent population you can locate for any four cities? Create a chart using information from both sources. Calculate the percentage of population increase or decrease.

    i. Determine the range of sunshine in all cities with over 25,000 population.

    j. Interpret "crime" as provided from this information. Predict how you might use this information.

    k. Find the three cities having the greatest population decrease. If it continues to decrease at the same rate predict the year it will be a ghost town or the year when there will be fewer than 50 children under 18.

    l. On a circle graph show the percentage of Oklahoma's land area covered by cities over 10,000.

    m. Which city has the largest percentage of nonwhites under 18? On a poster show how you found out.

    n. Choose 3 factors which you would like to see in the city of your dreams. Which city on the chart best fits your ideal? Why and how did you find out?

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From: Kurian, George Thomas.
Geo-Data: The World Almanac
Gazetteer. Gale Research, 1983.

PART I:

United States Gazetteer

Section 1: U.S. Cities and Towns

This section covers 2,492 U.S. cities and towns with a population of 10,000 and over in 1975. A guide to the information and codes in this entries is given below. The ** notation indicates that, when available, the information is provided only for cities with a population of over 25,000.

Entry Item	Code	Description
1		Name (boldface and all caps)
2	( )	Name of county
3	x	Zip Code (+ after initial three digits indicates numerous zip codes for the city)
4	P	Area Code with Municipal Phone Number
5	Area	Land Area in Square Miles
6	Inc/F**	Date of Incorporation/Date of Founding
7	Elev	Elevation in Feet
8	“”	Nickname or Sobriquet
9	Pop	Population 1975 in U.S.
10	Rank US	Rank for Cities over 25,000
	Rank State	Rank in State for Cities Under 25,000
11	PSM**	Density of Population per Square Mile
12	GR (%)	Population Growth 1970-75
13	Female (%)**	Percentage of Females
14	Black (%)**	Percentage of Blacks (for cities over 25,000)
	Nonwhite (%)	Percentage of Nonwhites (for cities under 25,000)
15	Under 18%	Percentage of Population under 18
16	Over 65 (%)	Percentage of Population Over 65
17	Foreign (%)**	Percentage of Foreign Population
18	Income ($)	Per Capita Income 1977
19	Rank US**	Rank/US by Income
20	Income GR	Growth Rate in Per Capita Income 1969-1977
21	Poverty**	Percentage of Families Below Poverty Level
22	Bond	Moody's Bond Rating (see explanation below)
23	Assess ($)	Estimated Assessed Valuation (million)
24	News	Published Newspapers (weekly)
25	Revenues ($)	Municipal Revenues 1976-77 (000)
26	Exp	Municipal Expenditures 1976-77 (000)
27	Climate: Temp High**	Temperature High in F
28	Temp Low**	Temperature Low in F
29	Mean Annual Rain (in)**	Mean Annual Rainfall (inches)
30	Sunshine (%)**	Possible Mean Annual Sunshine

MOODY RATING

AaaBest Quality	B	Lacks Characteristics of Desirable Investment
Aa	HighQuality	Caa Poor Standing
A	Upper Medium Grade	Ca Speculative in High Degree
Baa	Medium Grade	C Lowest Class
Ba	Speculative	

The Numeral 1 when added to the first four classes indicates that they possess strong investment attributes.

RESOURCES:

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PASSPORT: WESTERN EUROPEAN TRAVEL UNIT

GOAL: To stimulate student interest and knowledge of a geographical region by planning a trip abroad.

SUGGESTED GRADE LEVEL(S): 8-9

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will: 1. Interpret maps, globes, atlases. 2. Analyze environmental factors. 3. Demonstrate a knowledge of political boundaries. 4. Demonstrate an awareness of selected world cultures. 5. Construct and interpret graphs, tables, diagrams, and other pictorial materials. 6. Demonstrate the ability to use reference materials and resources for geographical study.	The student will: 1. Become fairly independent users of reference sources. 2. Evaluate and use mass media as sources of information. 3. Select the most useful information resource from among many on a selected topic. 4. Identify cause and effect. 5. Retrieve and manipulate information from a personal or commercial database.

EVALUATION: Each student will complete the student research evaluation sheet. (See appendix.) Daily grades will be given for parts of parts of the packet. Final grades will be for the completed packet. Packets will be graded on content, spelling, punctuation and grammar. Neatness counts.

SOURCE: Carol Pearce, Little Axe Public Schools

WESTERN EUROPEAN TRAVEL UNIT

Your European vacation will last 12 days. This includes travel time to and from your destination. It is required that you fly round trip so that you will have an opportunity to see as much as possible.

You are to choose three to five countries that you would like to visit. After selecting those countries, please continue with the worksheets.

1. List the countries and under each country explain two reasons why you have chosen that particular country.

   a. Country

      (1) Reason

      (2) Reason

   b. Country

      (1) Reason

      (2) Reason

   c. Country

      (1) Reason

      (2) Reason

   d. Country

      (1) Reason

      (2) Reason

   e. Country

      (1) Reason

      (2) Reason

2. What time of the year will you travel (season and month)?

3. Is this the peak or slow season?

RESERVATIONS

1. How far in advance should your airplane reservations be made?
2. Will you have to put a deposit on the reservations? If so, how much?
3. How are you going to pay for your trip (cash, credit card, loan)?
4. When must you make final payment for your air travel?
5. What precautions will you take so that you will not lose your money or have it stolen?
6. What happens if at the last moment you can not go on the tour?

PASSPORTS

Passports are government documents issued to citizens for travel abroad. Since you will be traveling to Europe, you will need a passport.

1. Where do you go for a passport form?
2. Where do you take the form?
3. Passports will require special pictures. Where will you get your picture taken?
4. How much will it cost to get a passport (picture and all)?
5. What precautions will you take so that you will not lose your passport or have it stolen?
6. What happens if at the last moment you can not go on the tour?

WEATHER

1. What is the year-round climate in the countries you will be visiting?

   a. Country 1-

   b. Country 2-

   c. Country 3-

   d. Country 4-

   e. Country 5-

2. Within the countries, will there be a sharp change in weather because of altitude? (Indicate centigrade or fahrenheit.)

3. What is the temperature range in your countries?

4. How much rainfall does each country receive?

5. Does it snow at all in your countries? If so, when and how much? (Give information for each country.)

6. What other information about the weather should you be aware of for your tour (hurricanes, typhoons, earthquakes, volcanic eruptions, blizzards, etc.)? (Use other side if necessary.)

TRAVELING

1. Will the time zone be different from Oklahoma?

2. How many hours time difference is there from each country to Oklahoma?

3. Are any of the countries in different time zones from each other?

4. Is European time earlier or later than Oklahoma time?

5. Are Oklahoma and Europe on the same day? Why/why not?

6. While you are in each of the countries/cities, what types of travel are available?

7. If you are going to rent an automobile, what must you know in order to drive in that country? (What side of the road do they drive on? Do you need a special license?) (Answer question even if you do not intend to rent an automobile.)

8. Where will you rent your car?

9. What is the measurement system in Europe? (Give examples of land, liquid, dry, etc.)

10. What different types of food are available in each country that you can try?

11. What special events or festival will you be able to see during your trip?

12. What special events or local festivals will you miss in these countries because you will be there at the wrong time of the year?

13. While you are there, you will purchase gifts for people at home. List them. Each gift should reflect some speciality or cultural feature of a country you visited.

Name of Person	Gift	Country of Purchase	Cost

CURRENCY EXCHANGE

None of the European countries use the American dollar as their currency (money). Find the currency unit for each of your countries. Then find the rate of exchange (what one dollar will buy in their currency).

1. Country 1 ____________________ Name of Currency____________________
2. Country 2 ____________________ Name of Currency____________________
3. Country 3 ____________________ Name of Currency____________________
4. Country 4 ____________________ Name of Currency____________________
5. Country 5 ____________________ Name of Currency____________________

PURCHASING POWER/EXCHANGE RATE

$1.00 American = ? Foreign

1. Country 1 ________________________ = ____________________________
2. Country 2 ________________________ = ____________________________
3. Country 3 ________________________ = ____________________________
4. Country 4 ________________________ = ____________________________
5. Country 5 ________________________ = ____________________________

(Insert current list of exchange rates from newspaper.)

CLOTHING

1. List all of the clothing and equipment you will be taking on your trip. Remember to think about the weather in the areas you will be visiting. What recreational activities will require special clothing? Do you need special shoes for walking? Also, remember to include any special equipment.

Clothing

Equipment

2. Is there any limitation on how many or how big your suitcases can be? (List all requirements.)

ITINERARY

DAY 1 ARRIVAL DAY

1. Departure city and country--
2. Destination city and country--
3. Name of airlines--
4. Cost of air travel--
5. Type of travel to hotel--
6. Name of hotel--
7. Itemize the cost of this day

a. Room--Price Single __________ Price Double __________

b. Food

Breakfast ____________________

Lunch ____________________

Dinner ____________________

Snacks ____________________

c Travel

Air ____________________

Bus, auto, or taxi ____________________

Train ____________________

Total Price: American ______________ Foreign ________________

In total price, include only one price (single or double) and indicate which you included.

ITINERARY

DAY 2 (ALSO 3-11)

1. In a paragraph, explain how you plan to spend your day. What cities and attractions will you visit and why? Be specific and detailed.

2. Name of hotel

3. Name of one restaurant you will visit?

4. Means of transportation

5. Itemize cost of day

a. Food

Breakfast ______________ Dinner ______________

Lunch ______________ Snacks ______________

b. Transportation

Air ______________ Train ______________

Bus, auto, or taxi ________

d. Gifts ________________

Total American __________________ Foreign __________________

In total price, include only one hotel price (single or double) and indicate what you included.

ITINERARY

DAY 12 DEPARTURE DAY

1. Departure city and country--
2. Destination city and country--
3. Name of airlines--
4. Cost of air travel--
5. Type of travel to airport--
6. Type of travel to home--
7. Itemize the cost of this day (include costs of travel from the hotel to your house)

a. Food

Breakfast ____________ Dinner ____________

Lunch ____________ Snacks ____________

b. Transportation

Air ____________

Train ____________

Bus, auto, or taxi ____________

c. Tax ____________

Total American ____________ Foreign ____________

Total cost of vacation

American ____________ Foreign ____________

(Choose one country and indicate which country.)

RESOURCES

1. Travel Guides such as:

    Europe on $25 a Day -- Simon & Schuster
    Individual Country Guides
    Europe 1985 -- Fodor
    Dollar Wise Guides -- Frommer Series
    Baedeker's -- Prentice Hall

2. Encyclopedias

3. Books on countries

    Enchantment of the World Series -- Children's Press
    Take a Trip (Low reading level) -- Watts
    McDonald Series -- Silver Burdett
    Discovering Our Heritage -- Dillon Press
    Living Here -- Book Wright Press
    Lands and Peoples -- Grolier
    Wordmark Encyclopedia of Nations

4. Atlases, maps, globes

5. AAA's travel guides to Europe

6. *World Almanac*

7. *Information Please*

8. *Statesmen's Yearbook*

9. Travel brochures (from travel agent)

NOTES TO TEACHER

1. The price sections and hotels can be eliminated if funds are limited and travel guides are not available.

2. Travel guides to Europe are best acquired in December, when they are discarding old books.

3. If there are no prices available for meals or gifts, use American equivalents.

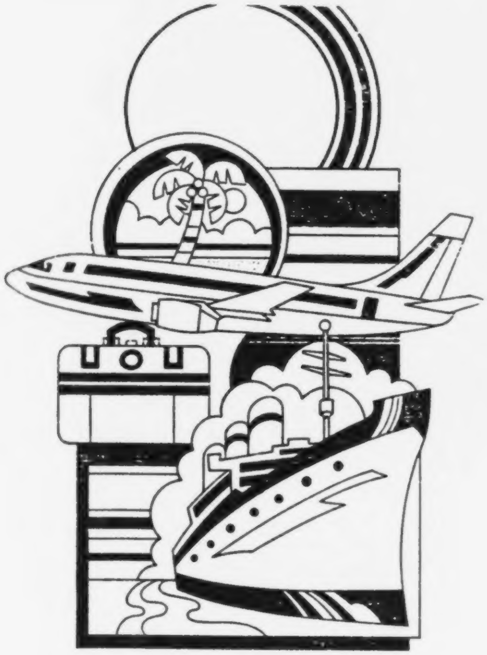
4. Additional information can be obtained from public libraries. (Check out books or run copies)

5. Set a time limit of two or three weeks to complete the unit.

6. Be sure to go over the travel tips sections of the tour guides obtained from the agencies. A lot of information is in this section.

7. If possible, start the unit with a slide show of different countries.

8. Passport application must be filled out with the parents.



AIR FARES

All air fares are from Dallas/Fort Worth, Texas; American Airlines or Lufthansa German Airlines; coach class; one way.

City Traveled To		Price
London, England	AA	$445
Paris, France	AA ($838 round trip 7-30 day stay only)	$956
Rome, Italy	($814 round trip 7-30 day stay only)	$856
Athens, Greece	AA	$920
Amsterdam, Netherlands	AA	$968
Stockholm, Sweden	AA	$644
Bonn, W. Germany Lufthansa German Airlines		$902
Copenhagen, Denmark	AA	$628
Brussels, Belgium	AA	$968
Dublin, Ireland	AA	$465
Madrid, Spain	AA	$750
Lisbon, Portugal	AA	$748

At the airport, there is a $5 surcharge and a $3 departure tax.

The air fares from Oklahoma City to Dallas/Fort Worth airport American Airlines, coach class, round trip is $72.

EUROPEAN VACATION WORDSEARCH

K R N J Z W W K C O Y C O N T I N E N T A L I D A W X I D S C L U W C E Y K L T

Z K D T A A O E C G G R K K K I G A X X H A A G Q I O Z N F U U W H K J W R I Z

D S K K P Y M M D P I J T L E D A J M F O G S R L U C X T N L G U R W V S U R R

A V V I F L P W R W Y G J T P Q E K Y B K X U H A P Q D N S H A H X H S G P G K

B O S I L G N A F Y O L Y P A J R U E X L M E B W L L A L T I T U D E O Q N F F

R I Q Y R H D A D G V X W A G S B I Y R G Q Z T V D K R Y R L P C Z Q U C P T W

D X G C W Z V O C U R I W S P F C O T K E I P O S Z F B T E X F P W K V B Z W V

Z K O Y S O D Z L A V N U S U D L H L O E C J S J T P A I P S I V S U E A D B S

K G J O I V K Q V G Y A V P U D P I E N I N O C U L A T I O N N M H Y N N N Q B

Z H Q I T L X F P A G H J O R R S U I D P A H Q Y J I C R Q E V D B W I E V B Y

L J O W O P F T R I Y R W R P H D M S V U Y F X N H S T X E C A Z R R R A L K O

P L U H S L H W D E Z K U T O Q L T U F F L H A H P B F I Q Y F R X N B E D T P

R O Z X I G L F I I O H R P V T K T R E Z R E F L Z O H M N Y Q O O L Q O S D D

W X I F V R W N A R J T H U Y F C H E U X M X Y T K U S K K E L S J N Z K Z K N

T N A N X A R C C U M V W W A X W D A O W U N I X W L I Q M D R M C N T C C X N

B X Q G X T E J K W B T A G F A R E H A C V N M M A J J J I P Y A Y M L A O Y G

N N C F Q U I Z Y G F S M F L B E R J C A C T M C C J K V K D Q C R D O I I R N

C P Y Q K I N W L B L W K O M C Q N K L Z A O V Z C N B E W P V Y M Y T X T I T

B B R D K T F R G S Q G T C N D S Z Y W H J J K U N N K N L N B X M M B H M E N

R R U I G Y N H M V G K L R O E N X R V Z E Q L W M N Z F E O G W U M R Z N A I

E X C U R S I O N F D X C E O L T L C U R R E N C Y D L F N B G Y Q T O H C G E

T B T J J J Q G L B R T B X A P N A X H R V A M S H R S V Q L I H Q J C V M W N

M U L W E O V E T Y I R O G Q E I J R H Q O C G S O R M F G C Z C F V H D I Y K

V X I N L X I I X H L A O X I T Q C F Y M R A F P S K N D G Q F Q R G U F P Q Q

Q H N T X Y B B Q W H W G X X R W S A Q B X K I Z M F E C T W R V H B R E Y M N

Z M J D V Q K Y T E I N M O Y T C G Z L T I S V J F Q S P T W T I Z V E A N C D

B D T W M S N L E Q Y A J R U A X N Z D W O F M N R O F R P Y P K E L S I U H E

WORDS

Excursion
Tropical
Continental
Passport
Leisure
Altitude
Gratuity
Brochure
Schedule
Itinerary
Currency
Monetary
Inoculation
Fare
Souvenir

ANSWERS

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. . . . . . . . . . . C O N T I N E N T A L . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . S . . .
. . . . . . . . . . . . . P . . . . . . . . . . . . . A L T I T U D E O . . .
. . . . . . . . . . . . . A . S . . . . . . . . . . . . . . . . . . . U . . .
. . . . . . . . . . . . . S . . C . . . . . . . . . . . . . . . . . . V . . .
. . . . . . . . . . . . . S . . . H L . . . . . . . . . . . . . . . . E . . .
. . . . . . . . . . . . . P . . . . E . I N O C U L A T I O N . . . . N . . .
. . . . . . . . . . . . . O . . . . I D . . . . . . I . . . . . . . . I . . .
. . . . . . . . . . . . . R . . . . S . U . . . . . . T . . . . . . . R . . .
. . . . . . . . . . . . . T . . . . U . . L . . . . . . I . . . . . . . . . .
. . . . . G . . . . . . . . . . . . R . . . E . . . . . . N . . . . . . . . .
. . . . . R . . . . . . . . . . . . E . . . . . . . . . . . E . . . . . . . .
. . . . . A . . . . . . . . . . . . . . . . . . . . . . . . . R . . . . . . .
. . . . . T . . . . . . . . F A R E . . . . . . . . . . . . . . A . . . . . .
. . . . . U . . . . . . M . . . . . . . . . . . . . . . . . . . . R . . . . .
. . . . . I . . . . . . . O . . . . . . . . . . . . . . . . . . . . Y . . . .
. . . . . T . . . . . . T . N . . . . . . . . . . . . . . . . . . . . B . . .
. . . . . Y . . . . . . . R . E . . . . . . . . . . . . . . . . . . . R . . .
E X C U R S I O N . . . . . O . T . C U R R E N C Y . . . . . . . . . O . . .
. . . . . . . . . . . . . . . P . A . . . . . . . . . . . . . . . . . C . . .
. . . . . . . . . . . . . . . . I . R . . . . . . . . . . . . . . . . H . . .
. . . . . . . . . . . . . . . . . C . Y . . . . . . . . . . . . . . . U . . .
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DISCOVER THE ELEMENTS

GOAL: To provide students with opportunities to gather information on chemical elements, create a database of this information and use it to play a game.

EMPHASIS GRADE LEVEL(S): 6-8 (adaptable for higher grades)

LEARNER OUTCOMES

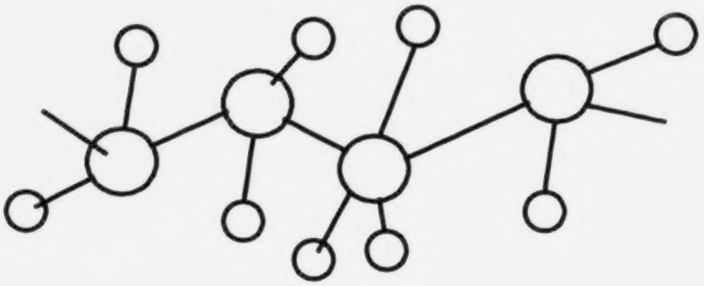
Content Area: Science	Information Skills
The student will: 1. Use the periodic table to obtain information about elements. 2. Develop research skills by utilizing outside sources to work on selected individual problems.	The student will: 1. Scan and skim for relevant information. 2. Use subject headings and key words. 3. Store information in a database. 4. Retrieve and manipulate information from a database. 5. Become fairly independent users of reference sources for quick facts.

TEACHING ROLES/STRATEGIES

Teacher	Library Media Specialist
1. Introduce unit concept and game. 2. Prepare game questions from textbooks. 3. Make game pieces. 4. Determine database items.	The student will: 1. Introduce resources and database concept. 2. Prepare concept mapping activity. 3. Make game board. 4. Prepare questions from science reference books.

ACTIVITIES

1. Textbook activities in classroom for background information.
2. Whole group introduction to resources, database concept and game.
3. Media center activities.
    a. Pairs of students gather information on assigned element for database.
    b. Students create database following format page.
    c. Student play "It's Elementary" in pairs.
    d. Students will complete database search activity.



ELEMENT DATABASE

Use encyclopedias or science reference books to find information about your assigned element to add to a database. Keep your answers brief!

Element's name:
Element's symbol:
Atomic Number:
Mass number:
Who discovered it:
    Year:
    Country:
Description:
Form (gas, metal, other solid, liquid):
Special qualities:
Radioactive (y/n):
Uses:
Common compounds (words and chemical formula--name three:

ELEMENTS DATABASE SEARCH ACTIVITY

Use "4 Search/Update" function from the menu to find this information.

1. Find the record for the element you entered.
2. Find the record for copper or hydrogen.
3. Find all the metals.
4. Find all elements known to ancient people
   (Move cursor to "Who discovered it," and type ..ancient..)
5. Find all elements discovered before 1900.
   (Move cursor to "date" and type <1900.)
6. Find all radioactive elements.
7. Find all "silvery" elements (under description).
8. Browse through all the files.

IT'S ELEMENTARY!

Materials: Game board (replica of periodic table with names of elements and atomic numbers only)
Cards with questions about elements (designated with 1, 3, or 5 points)

Markers for each team.

Science reference books and encyclopedias.

Procedure:
(1) Each team draws a card with a question.
(2) Players find answers to questions in science reference books and encyclopedias.
(3) Players tell answers to teacher, who indicates if they are correct.
(4) If correct, players move designated number of spaces on game board. If incorrect, players search again for correct answer.
(5) Team which has progressed the most at end of game is winner!

CH_4

H_20 F_EO

H_2S0_4 C_4H_{10}

N_AC_2 HC_L

N_AC_L

IT'S ELEMENTARY
SAMPLE QUESTIONS

1. K is the symbol for what element?
2. Who discovered chromium?
3. What element was discovered in Finland in 1794?
4. What element's atomic number is 71?
5. What silvery-white, radioactive metal is the main source of nuclear energy?
6. What do you call a combination of two or more elements?
7. What is the chemical sign for baking soda or sodium bicarbonate?
8. For every electron orbiting the nucleus there is one __________ inside the nucleus.
9. An atom is to an element as a molecule is to a ______________.
10. How many elements were discovered in Sweden?

RESOURCES: Science textbooks, general nonfiction, science reference books, computers, "FS: File" or other database program, blank computer disks, game board, cards, and game pieces.

Chemical Elements Bibliography

Asimov, Isaac. *Asimov on Chemistry*. Doubleday, 1974.

Asimov, Isaac. *Building Blocks of the Universe*. Abnelard-Schuman, 1974.

CRC Handbook of Chemistry and Physics. Chemical Rubber Co., 1982.

Hess, Fred C. *Chemistry Made Simple*. Rev. ed., 1984.

McGraw-Hill Dictionary of Chemistry. McGraw-Hill, 1984.

Neubauer, Alfred. *Chemistry Today: The Portrait of a Science*. Arco, 1983.

Tocci, Salvatore. *Chemistry Around You: Experiments and Projects with Everyday Products*. Arco, 1984.

Walters, Derek. *Chemistry*. Franklin Watts, 1983 c192. (easy overview of topic).

EVALUATION: Students will be evaluated on the completeness and accuracy of the database.

SOURCE: Barbara Higgins/Mr. Martiscik
South Middle School
12310 Parkview Drive
Aurora, CO 80011
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TEEN PROBLEM OR PROBLEM TEENS

GOAL: To explore the broad area of family relationships, individual growth and identity, and to develop skills for coping with crisis by finding alternative solutions to problems.

SUGGESTED GRADE LEVEL(S): 7-10

LEARNER OUTCOMES

Content Area: Home Economics, Sociology, Language Arts, Psychology	Information Skills
The student will: 1. Analyze the role of the family in society. 2. Explore basic social problems faced by teens. 3. Examine society's influence on the roles of behavior. 4. Develop problem solving and critical thinking skills.	The student will: 1. Compare sources noting different points of view. 2. Recognize stereotyping, bias, and prejudice. 3. Read quality literature to enrich and supplement specific areas of the curriculum. 4. Form and communicate opinions on materials read.

INSTRUCTIONAL STRATEGY:

Adolescent literature covers the entire spectrum of family and individual relationships and is concerned with all the problems faced by adolescents in today's society. By focusing on fictional characters and situations, students often feel more comfortable with the discussion. Novels should be carefully selected to ensure that they are appropriate for the subject content, the student's reading ability and interest.

ACTIVITIES:

1. Divide the class into groups of four or five and assign a different problem to each group. The topics could be generated from a class discussion or a class survey of problems. Class sets of paperbacks may be used or a bibliography can be provided. Check to be sure that titles are available and placed on reserve for the duration of the unit.

   Alternate plan: Divide into groups and have all the members of a group read the same book. If the topic is suicide, and there are five groups, select five titles that deal with suicide.

2. Each member of the group will find a recent article about the topic. Complete the information analysis sheet for the article.

3. The group will work together to prepare a class presentation. The entire class should be given the opportunity to discuss the topic or react to the presentation. The presentation could be a panel discussion, visual presentation, survey, or debate.

4. Select an event in the book and rewrite the ending.

5. Write a news article as it might have appeared in the local press.

6. Write a story about an experience that one of the characters in the book might have later in their life.

7. Defend or protest one of the following proverbs:

   a. Children should be seen and not heard.
   b. An ounce of blood is worth more than a pound of friendship.
   c. A little hurt from kin is worth more than a big hurt from a stranger.
   d. It is a wise father that knows his own child.
   e. Spare the rod and spoil the child.

8. Conduct an interview with three people from different generations on the basic problems presented in the book.

9. Compare the treatment of the problem in the book to the method of treatment in a television show or movie that you have seen.

RESOURCES: Young adult novels
Periodicals
Audiovisual equipment and supplies

EVALUATION: The grade could be divided as follows:

Group presentation 40%
Individual contribution to the group project 20%
Article and information analysis 20%
Writing assignment 20%

The best evaluation would be an improved understanding of the problem and improved ability to cope.

SOURCE: Barbara C. Galloway
Ohio State University

INFORMATION ANALYSIS

Locate an article that deals with your topic. Cite the article using the bibliography form below.

Centright, Melitta. "Censorship--The Debate Over Student's Right to Read." *PTA Today*, October 1982.

After reading the article carefully, answer the following questions.

1. Identify and quote the thesis statement.

2. Explain in your own words, the author's point of view.

3. Select three ideas or facts the author uses to support his thesis, and rank them according to their importance.

4. After careful consideration, was there a recommendation or new information in the article that had an impact on you? If so, what was it? If the article did not have an impact on you, what could the author have written to make a stronger statement?

Source: Berkowitz, Bob and Berkowitz, Joyce. "Thinking is Critical: Moving Students Beyond Location." *School Library Media Activities Monthly*, May 9, 1986.

ADOLESCENT NOVEL BOOK LIST

A. personal identity and friendship
B. family relationships
C. handicaps
D. divorce
E. death and suicide
F. sexual awakening

Author, Book Title	A	B	C	D	E	F
Adler. *In Our House Scott is My Brother.*		X	X			
Armstrong, W. *Sounder.*	X	X				
Arrick, F. *Nice Girl from Good Home*	X	X				
Arrick, F. *Tunnel Vision.*	X				X	
Bess, C. *Big Man and the Burn-Out.*	X	X				
Blume, J. *It's Not the End of the World.*		X		X		X
Blume, J. *Tiger Eyes.*	X	X			X	
Brancato, R. *Winning.*	X					
Bridges, S. *Home Before Dark.*	X	X				
Carter, A. R. *Wart, Son of Toad.*	X	X			X	
Corcoran, B. *Hey, That's My Sour You're Stomping On*	X			X		
Craven, M. *I Heard the Owl Call My Name.*	X				X	
Culin, Charlotte. *Cages of Glass, Flowers of Time.*	X	X				
Danziger, P. *Divorce Express.*	X	X		X		
Danziger, P. *The Pistachio Prescription.*	X	X				
Danziger, P. *The Cat Ate My Gymsuit.*	X					
Drimmer, F. *The Elephant Man.*			X			
Duncan, L. *Killing Mr. Griffin.*	X				X	
Elfman, B. *The Girls of Huntington House.*	X					X
Elfman, B. *The Sister Act.*	X	X				X
Gibson, W. *The Miracle Worker.*			X			
Gilbert. *The Unchosen.*	X	X				
Green, B. *Summer of My German Soldier.*	X	X				
Guest, J. *Ordinary People.*	X	X			X	
Guy, R. *The Friends.*	X	X				
Hall, L. The Giver	X					X
Hall, L. *Just One Friend.*	X		X			
Harris, D. J. *Don't Call Me Sugarbaby!*	X	X				
Head, A. *Mr. and Mrs. Bo Jo Jones.*	X	X				X
Holland, I. *Heads You Win, Tails I Lose.*	X	X				

	A	B	C	D	E	F
Holland. *The Man Without a Face.*	X		X		X	X
Hunt, Irene. *Up the Road Slowly.*	X	X				
Irwin, H. Abby, My Love.	X	X				
Keller, H. *The Story of My Life.*	X		X			
Kerr, M. E. *Dinky Hocker Shoots Smack.*	X	X				
Kerr, M. E. *Gentlehands.*	X	X				
Keyes, Daniel. *Flowers for Algernon.*	X		X			
Kilhlee, M. *Karen.*		X	X			
Klein, N. *Confessions of An Only Child.*	X	X				
Klein, N. *It's Not What You Expect.*		X		X		
Klein, N. *Mom, the Wolf Man and Me.*	X	X		X		
Klein, N. *Tomboy.*	X	X				
LeGuin, U. *Very Far Away From Anywhere Else.*	X	X				
Lowry, L. *A Summer to Die.*	X	X			X	
Luger, H. *Chasing Trouble.*	X		X			
Magorian, M. *Goodnight, Mr. Tom*	X	X				
Mazer, N. F. *Mrs. Fish, Ape & Me, The Dump Queen.*	X					
Oneal, Z. *A Formal Feeling.*	X	X			X	
Oneal, Z. *The Language of Goldfish.*	X	X			X	
Paterson, P. *Jacob Have I Loved.*	X	X				
Peck, Robert. *A Day No Pigs Would Die.*	X	X			X	
Peck, Richard. *Close Enough To Touch.*	X				X	X
Peck, Richard. *Don't Look & It Won't Hurt.*		X				X
Peck, Richard. *Father Figure.*	X	X			X	
Peck, Richard. *Remembering The Good Times.*	X				X	
Pfeffeer, S. *About David.*		X			X	
Pfeffer, S. *Marly the Kid.*		X		X		
Rubin, T. *Lisa and David.*	X		X			
Sallis, S. *Only Love.*	X				X	
Sallis, S. *An Open Mind.*		X		X		
Stephensen, A. *Un-birthday.*	X					X
Swarthout, G. *Bless the Beasts and Children.*	X				X	
Talbert, M. *Dead Birds Singing.*	X	X			X	
Voight, C. A. *Izzy Willy Nilly*	X	X	X			
Voigt, C. A. *Solitary Blue.*	X	X		X		
Wershba, B. *The Dream Watcher.*	X	X			X	
Wolitzer, Hilma. *Out of Love.*		X		X		
Zindel, P. *The Pigman.*	X				X	

ECOLOGY

GOAL: To explore man's effect on the environment using an interdisciplinary contract approach.

SUGGESTED GRADE LEVEL(S): 8-10

LEARNER OUTCOMES

Content Area: Science, Social Studies	Information Skills
The student will: 1. Evaluate methods for conserving natural resources. 2. Develop problem-solving and critical-thinking skills. 3. Understand the importance of human impact on the biosphere. 4. Differentiate practices which help or harm our environment.	The student will: 1. Select a topic for investigation. 2. Distinguish opinion and inference. 3. Use a video camera. 4. Draw on community resources. 5. Evaluate materials for validity and accuracy. 6. Prepare a bibliography including print and nonprint resources. 7. Compare sources, noting different points of view.

ACTIVITIES:

1. An introductory film or lecture on man vs. nature should be presented by the teacher, followed by a class discussion about pollution and the environment.

2. Students will develop their own contracts for independent study from the projects listed. These projects involve reading, writing, and thinking about ways in which we can save our environment from destruction. Students will make their choices, mark the "Ecology Activities Contract," and return a signed copy to the teacher.

RESOURCES:

Reading Projects:	Books--Place on reserve in library media center. Articles--Place on reserve and/or make copies to have in the room.
Writing Projects:	Video equipment and tape. Schedule through the media center.
Research Projects:	Library media material and community resources.
Arts and Crafts:	Poster board and art supplies.

EVALUATION:

There are five categories of activities. In order to get any grade above a "D," activities must be selected from three different categories.

Each activity has a different point value. Some activities are worth 10 points; some are worth 15; some are worth 20; etc. The grade will be determined by how many points are earned when the contract is finished.

90 and 100 points = "A"
80 and 89 points = "B"
70 and 79 points = "C"

Students will also be expected to participate in any all-class activities during the contract. The grade for these all-class activities is separate from the contract grade.

ECOLOGY ACTIVITIES

READING PROJECTS (Required)	**POINT VALUE**
You must earn at least 30 points in this category to receive your grade. You may also earn more than 30 points. Read enough articles or books to gather a total of 30 points. There are many books and articles to choose from. The articles and books are rated by difficulty. After finishing your article or book, complete the review sheet. YOU MAY NOT RECEIVE CREDIT FOR READING THE BOOK OR ARTICLE UNTIL YOU FILL OUT AND TURN IN THE REVIEW SHEET.	30 points minimum. Each article and book has a different point value.
WRITING PROJECTS (One Required)	
1. Plan a backpacking trip (imaginary or real). In your backpacking trip description, you must include certain kinds of information, which are listed on page 147.	15 points.
2. Write a letter to one of your representatives or senators asking for his/her voting record on issues involving the environment. Further directions for this assignment are on page 147.	15 points.
3. Write a poem expressing your feelings about nature and/or pollution.	15 points.
4. Write a play, radio play (tape recorded), puppet show or video program about pollution. Extra points given for producing the play or show.	15 points for writing play; 25 points for writing and producing play; 10 points for acting.
5. Write a short story (1½ pages) about a world in the future which is dying from pollution.	15 points.
6. Write a short story (1½ pages) about a world in the future which has adapted to a polluted environment. What sorts of people live there? What are their laws? What is the environment like?	15 points.

ARTS AND CRAFTS PROJECTS
(No More Than Two)

		POINT VALUE
1.	Make a poster for the classroom with a message about ecology--for example, "Recycle Your Aluminum"; "Don't Litter"; "Pollution Stinks"; etc. Your poster must be in color crayon or felt pen; no rough pencil sketches.	15 points.
2.	Make a pollution collage using articles and pictures cut out of magazines or newspapers and/or litter that you might find on the streets (paper cups, fast-food bags, etc.).	15 points.
3.	Make a "recycled" sculpture or mobile, gathering up cans and other litter and making it into a visual statement about waste pollution.	20 points.

RESEARCH PROJECTS
(See Further Directions, Page 145)

1.	Find out about one of the following endangered species of animals: pelican timberwolf alligator buffalo mustang horse coyote manatee mountain lion American eagle whale sea otter any other endangered species	20 points.
2.	Keep a newspaper notebook of articles about pollution during the time we are studying ecology. Cut out articles from the newspapers or magazines and paste them in a notebook, to be turned in at the end of the contract.	15 points 5 points extra for illustrated cover
3.	Go to an automobile dealership and ask them about air pollution control equipment. Have air pollution control devices explained to you. The report on your findings should cover all questions as well as your own conclusions.	20 points
4.	A major environmental hazard is created by the use of pesticides. What are the benefits and the dangers involved in the use of pesticides? Use interviews and research to develop your conclusions.	20 points.

	POINT VALUE
RESEARCH PROJECTS (cont.)	
5. Oklahoma must be concerned with the environmental problems associated with the oil industry. Through interviews and research, find out about pollution problems and the procedures used to protect the land and water.	20 points.
6. The animal population of an area is determined by the availability of food, water, and cover. Research the major hazards that threaten the wildlife.	15 points.
7. Develop a research proposal on an ecology topic of your choice subject to the teacher's approval. Examples: hazardous wastes, garbage disposal, space wastes.	20 points.

BE ECO-INFORMED

LETTER WRITING ASSIGNMENT

Listed here are some organizations and offices which will send you free information on ecology. Each of you will receive something in the mail at your home if you follow directions.

1. Write neatly.
2. Introduce yourself, giving your age and grade in school. Tell them you go to______________________________ School.
3. Be specific when asking for information. For example, ask for information on paper recycling or on water pollution. If you want general information, ask for a list of publications.
4. Ask specifically for **free** materials.
5. Express your thanks at the end of your letter. Sign your letter "Sincerely yours."
6. Use the BUSINESS LETTER FORM.

Extra 10 points: Develop a bibliography of free information or materials received on one topic. (e.g., recycling or noise pollution).

WHERE TO WRITE

Mrs. Patricia Port
Special Projects Office
Office of Environment and Urban Systems
Department of Transportation
Washington, DC 20590

The Glass Container Manufacturer
330 Madison Avenue
New York, NY 10017

The National Association of Secondary
Material Industries, Inc.
330 Madison Avenue
New York, NY 10017

The Recycler's Handbook
GPO Box 2682
New York, NY 10001

Citizens for Clean Air
502 Park Avenue
New York, NY 10022

National Wildlife Federation
1412 16th Street, SW
Washington, DC 20036

The Wilderness Society
729 15th Street, NW
Washington, DC 20005

Public Affairs Office
Environmental Protection Agency
Rockville, MD 20852

Student Council on Pollution and
the Environment (SCOPE)
Water Quality Office
Environmental Protection Agency
Washington, DC 20242

Office of Information
Office of the Secretary
Department of the Interior
Washington, DC 20240

Office of Conservation Education
Interior Building
Washington, DC 20240

Division of Information
National Parks Service
Interior Building
Washington, DC 20240

Information Officer
Bureau of Land Management
Interior Building
Washington, DC 20240

McDonald's Corporation
One McDonald's Plaza
Oak Brook, IL 60521

National Academy of Science
2101 Constitution Avenue, NW
Washington, DC 20418

National Audubon Society
1130 Fifth Avenue
New York, NY 10028

National Recreation and Park Association
1700 Pennsylvania Avenue, NW
Washington, DC 20006

Office of Ecology
Smithsonian Institute
Tenth Street and Constitution Avenue, NW
Washington, DC 20560

Oklahoma Conservation Commission
20 State Capitol Building
Oklahoma City, OK 73105

Environmental Action, Inc.
Room 731
1346 Connecticut Avenue, NW
Washington, DC 20036

Oklahoma State Department of Health
Northeast Tenth and Stonewall
Oklahoma City, OK 73105

Outdoor Biology Instructional Strategies
Lawrence Hall of Science
University of California
Berkeley, CA 93305

WHERE TO WRITE
(cont.)

U.S. Environmental Protection Agency
Region 6
1201 Elm Street
Dallas, TX 75270

Water Pollution Control Federation
3900 Wisconsin Avenue, NW
Washington, DC 20016

The Wilderness Society
729 15th Street, NW
Washington, DC 20016

Oklahoma Department of Agriculture
2800 North Lincoln Boulevard
Oklahoma City, OK 73105

Oklahoma Department of Energy
4400 North Lincoln Boulevard
Oklahoma City, OK 73105

Oklahoma Department of Pollution Control
Northeast Tenth and Stonewall
Oklahoma City, OK 7i3105

Oklahoma Department of Tourism
and Recreation
500 Will Rogers Memorial Building
Oklahoma City, OK 73105

Oklahoma Department of Wildlife
Conservation
1801 North Lincoln Boulevard
Oklahoma City, OK 73105

READING REVIEW

Name: ______________________ Period: __________

Name of Article, Chapter or Book: ______________________

Point Value of Article, Chapter or Book

1. In a short paragraph, tell what the author had to say about ecology. (If a book, outline the chapters.)

2. What new thing did you learn about ecology and/or the environment?

3. What did the author recommend to help solve the ecological crisis in the world today?

4. Would you recommend that more people read this article, chapter or book in order to make people more aware of ecology? Why? Why not?

SPECIAL DIRECTIONS FOR RESEARCH
READ THIS SECTION BEFORE STARTING YOUR RESEARCH PROJECT!!!!

All reports *must*:

1. Be at least 1½ pages long.
2. Be neatly written (typed reports given special consideration).
3. Be in student's own words.
4. Must have a bibliography--10 points.

You will receive *five extra points* if your report contains a table of contents.

Illustration: You may receive *five extra points* for illustrating your report.
You may receive *five extra points* for making an illustrated cover for your report.

SPECIAL DIRECTIONS FOR REPORT #1
ENDANGERED SPECIES

You must answer the following questions in your report.

1. Where does this animal live?
2. Why is the animal now an endangered species? Why has man killed this animal in the past?
3. How many animals of this type are left?
4. What is being done now to protect this animal, if anything?

SPECIAL DIRECTIONS FOR REPORT #2
NEWSPAPER ARTICLE NOTEBOOK

You should have *at least* seven articles in your notebook.

Below the article, tell which newspaper or magazine the article came from and the date of the article.

It is recommended that you make a cover for your notebook. For five extra points, you may illustrate the cover.

SPECIAL DIRECTIONS FOR REPORT #3
AIR POLLUTION CONTROL EQUIPMENT IN CARS

You must answer the following questions in your report:

1. When did American car manufacturers start putting air pollution control equipment on cars?
2. How does air pollution control equipment work?
3. How effective is air pollution control equipment in cars?
4. What is being done by American manufacturers to make better air pollution equipment?
5. What other things are automobile manufacturers considering doing about automobile air pollution?

SPECIAL DIRECTIONS FOR REPORT #4
PESTICIDES--HELP OR HAZARD

You must answer the following questions in your report:

1. Which state or federal agency monitors the use of pesticides?
2. What are the major health hazards to people caused by the use of pesticides? To wildlife?
3. How does the use of pesticides benefit food production in the United States?

SPECIAL DIRECTIONS FOR REPORT #5
OIL INDUSTRY AND THE ENVIRONMENT

You must answer the following questions in your report:

1. What agency or agencies monitor the oil industry for pollution?
2. What is an injection well? What is its purpose and how could it affect our ground water?
3. What is the danger from oil spills?

SPECIAL DIRECTIONS FOR REPORT #6
DANGER TO WILDLIFE

You must answer the following questions in your report:

1. What species in Oklahoma are at risk?
2. Should hunting be encouraged or discouraged?
3. What changes in habitat are affecting wildlife and what could be done to protect wildlife habitat?
4. Discuss an organization that is concerned with these issues.

WRITING PROJECTS

SPECIAL DIRECTIONS FOR WRITING PROJECT #1
BACKPACKING TRIP

In your backpacking trip description, you must include the following:

1. A list of the equipment and clothing you would bring along.
2. A description of where you would go.
3. A menu.
4. A statement of what you would be looking for on this trip (e.g., plant life, animal life, photography possibilities, peace and quiet, etc.)

5. A statement of steps you would take to protect the environment during your trip.

SPECIAL DIRECTIONS FOR WRITING PROJECT #2
LETTER TO REPRESENTATIVE OR SENATOR

Your U.S. Representative is: ______________________________

Your U.S. Senators are: ______________________________

____

Ask whomever you write to send you a statement of his/her voting record on issues involving the environment. Explain that you are a student in the _______ grade at ____________________ school. You will receive an answer. After your letter is graded and corrected (and rewritten if necessary), it will be sent. Remember to follow the rules for writing a formal business letter.

Your address here
The date

Senator/Representative
Washington, DC 20515

Dear Senator/Representative:

----Main body of letter--

Sincerely yours,

Your signature

ECOLOGY ACTIVITY CONTRACT

READING PROJECTS (30 points minimum)	Points Possible	Date Completed	Points Earned
___ Article/Chapter/Book			
___ Article/Chapter/Book			
___ Article/Chapter/Book			
WRITING PROJECTS (one required)			
___ Backpacking Trip	15		
___ Letter to Senator or Representative	15		
___ Poem	15		
___ Play, Puppet show, or TV Box	20		
___ Story: World Dying From Pollution	15		
___ Story: World in Future Polluted	15		
RESEARCH PROJECTS			
___ Endangered Species	20		
___ Newspaper Notebook	15		
___ Air Pollution Control Equipment	20		
___ Pesticides	20		
___ Oil and the Environment	20		
___ Wildlife	15		
ARTS AND CRAFTS PROJECTS (no more than two)			
___ Poster	15		
___ Pollution Collage	15		
___ Recycled Sculpture or Mobile	20		
BE ECO-INFORMED ACTIVITIES			
___ Letter-writing Assignment	15		
___ Bibliography	10		

____
Student's Signature

READING LIST

Select books, magazine articles, and pamphlets to support your topic. Points will be assigned by the teacher for specific items based on length and difficulty.

Books: 25-40 points
Chapters from Books: 10 points per chapter
Magazine Articles: less than 5 pages, 5 points; more than 5 pages, 10 points.
Pamphlets from the Vertical File: 10 points each.

To find books: Check the card catalog for as many subject headings as you can think of for your topic. Some suggested headings follow:

- ECOLOGY
- ENVIRONMENT
- CONSERVATION OF NATURAL RESOURCES
- MAN--INFLUENCE ON NATURE
- NATURAL RESOURCES
- POLLUTION
- SPACE ENVIRONMENT
- RADIOACTIVE POLLUTION
- ACID RAIN
- PESTICIDES--ENVIRONMENTAL ASPECT
- REFUSE AND REFUSE DISPOSAL
- WILDLIFE
- FOOD CHAINS (ECOLOGY)
- MARINE ECOLOGY
- GEOGRAPHY
- AIR POLLUTION
- WATER POLLUTION
- ENERGY CONSERVATION
- ENDANGERED SPECIES
- RARE PLANTS
- RARE ANIMALS

For magazines: The subject headings above will also help you as you check the magazine indexes. Use *Magazine Index* or *Reader's Guide to Periodical Literature* to locate articles on your topic.

For pamphlets and booklets: Check the Pamphlet File or Vertical File in your library media center. Send letters to government agencies and organizations for additional materials.

SELECTED BIBLIOGRAPHY

Allen, Thomas B. *Vanishing Wildlife of North America.* National Geographic, 1974.

America's Wild Woodlands. National Geographic, 1985.

Ashworth, William. *The Late, Great Lakes: An Environmental History.* Knopf, 1986.

Attenborough, David. *The Living Planet: A Portrait of Earth.* Little, 1985.

Burke, John G. *Guide to Ecology Information and Organizations.* Wilson, 1976.

Caras, Roger. *The Forest.* Houghton, 1979.

Curtis, Patricia. *All Wild Creatures Welcome: The Story of a Wildlife Rehabilitation Center.* Lodestar, 1985.

Dixon, D. *Deserts and Wastelands.* Watts, 1985.

Energy, Forces and Resources. Arco, 1984.

The Environmental Crisis. Greenhaven Press, 1987.

Fisher, Ronald. *Our Threatened Inheritance: Natural Treasures of the U.S.* National Geographic, 1984.

Fogel, Barbara R. *Energy Choices for the Future.* Watts, 1985.

Ford, Barbara. *Alligators, Raccoons, and Other Survivors: The Wildlife of the Future.* Morrow, 1981.

Graham, Ada. *Whale Watch.* Delacorte Press, 1978.

Graves, John. *Goodbye to a River.* Knopf, 1960.

Haines, Gail Kay. *The Great Nuclear Power Debate.* Dodd, 1985.

Hammer, Trudy J. *Water Resources.* Watts, 1985.

Lambert, David. *Planet Earth 2000.* Facts on File, 1985.

Leopold, Aldo. *Sand Country Almanac Illustrated.* Tamarack Press.

McClung, Robert M. *America's Endangered Birds: Programs and People Working to Save Them.* Morrow, 1979.

McCorick, John. *Acid Rain.* Gloucester Press, 1986.

Maxwell, Gavin. *Ring of Bright Water.* Dutton, 1965.

Miller, Christina G. *Acid Rain: A Source Book of Young People.* Messner, 1986.

Mowat, Farley. *Never Cry Wolf.* Little, 1963.

Owen, Dennis F. *What Is Ecology?* 2d ed. Oxford, 1980.

Palmer, Tim. *Endangered Rivers and the Conservation Movement.* University of California, 1986.

Patent, Dorothy Hinshaw. *Hunters and the Hunted: Surviving in the Animal World.* Holiday House, 1981.

Pringle, Laurence. *The Only Earth We Have.* Macmillan, 1969.

------. *Throwing Things Away: From Middens to Resource Recovery.* Harper and Row, 1986.

Seton, Ernest T. *Biography of a Grizzly.* Folcroft, 1910.

Sheffield, Charles. *Man on Earth: How Civilization and Technology Changed the Face of the World, a Survey From Space.* Macmillan, 1983.

Stanger, Margaret A. *That Quail, Robert.* Fawcett.

Wildlife Habitat Series. Abrams Press.

Woods, Geraldine. *Pollution.* Watts, 1985.

REGIONS OF THE WORLD

GOAL: To introduce students to the countries of the world, the ranking of these countries into the first, second, third, and fourth world alliances and the region's strength and weaknesses.

SUGGESTED GRADE LEVEL(S): 8-9

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will:	The student will:
1. Explain how scientific and technological changes have had a major impact on society.	1. Select the most useful resource from among many on a selected topic.
2. Recognize and identify the reasons for the growth and development of interdependence among nations.	2. Independently use search strategies using modern technology.
3. Develop problem-solving and critical-thinking skills.	3. Interpret statistical information.
	3. Use computer technology for information and as a learning tool.

INSTRUCTIONAL STRATEGIES:

Divide the class into groups of four and give each group a region of the world. The group will complete the research, develop the database and prepare the presentation for the class.

ACTIVITIES:

1. Each group will gather information on countries of a region using reference materials in the library media center.
2. Factual information will be entered into a computer database. (Use the Database Format provided unless an alternate is approved by your teacher).
3. Search the database to draw conclusions about the strengths and weaknesses of the countries in the region.
4. Analyze information gathered about the countries in the regions to rank the countries world status based on degree of industrialization and availability of natural resources.
5. Determine the type and degree of political, military, and economic alliances.
6. Prepare information gathered into an oral presentation to be presented to the class with the use of visual aids.
7. The presentations could be videotaped for use as an introduction to other units on countries of the world.

RESOURCES:
Countries of the World
Information Please Almanac
Atlases

Apple II E and PFS file, Apple Works or comparable program.
Video equipment
Markers, poster board, transparenciy film, etc.

EVALUATION: Teacher evaluation of quality of research and finished product. Observation of computer skills, critical thinking skills and quality of presentations.

SOURCE: Dunkerton Community School
Dunkerton, La.
(Used with permission.)

DATABASE FORMAT

Country:
Region

Capital:
Area:
Population:
Literacy (%):
Life Expectancy (avg.):

Natural Resources:
Key Industries:

Work Force:
Agriculture (%):
Industry
Commerce (%):

Services (%):
Other (%):

GNP/GDP:
Per Capita Income:

Government:

Alliances (military, economic, political):

CONCLUSIONS ABOUT COUNTRIES AND REGION

1. World Status
    A. Amount of wealth
    B. Sources of wealth
    C. Type of industry
    D. Degree of industrialization

II. Strengths and Weaknesses
    A. Political
    B. Social
    C. Economic

III. Alliances
    A. Military
    B. Economic
    C. Political
    D. Degree of interdependence

UNITED STATES SENATE COMMITTEE
HEARING ON THE CHEROKEE PROBLEM

GOAL: To investigate the issues surrounding the Treaty of New Echota and the removal of the Cherokees.

SUGGESTED GRADE LEVEL: 9

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will: 1. Examine the political, economic and social reasons for removal of the "Five Tribes" to Indian Territory. 2. Develop problem-solving and critical-thinking skills. 3. Express concepts and ideas with clarity in both written and verbal forms. 4. Collect, organize and evaluate information around a clearly defined topic.	The student will: 1. Independently use the school library media center catalog. 2. Locate all types of materials. 3. Scan for useful material and skim for specifics using key words. 4. Use different types of indexes.

TEACHING ROLES AND STRATEGIES:

Lecture.

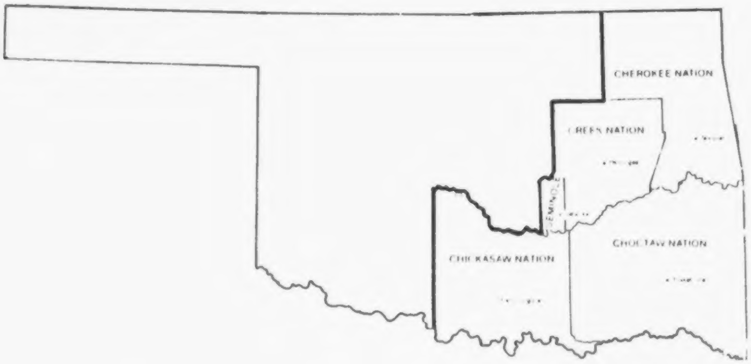
Textbook; study questions.

Class discussion; group and individual research.

TEACHER	LIBRARY MEDIA SPECIALIST
Lecture and discussion	Introduce resources
Introduce activity	Assist with student research
Assist with student research	Train camera crews
Evaluate individual and group work	Schedule equipment

TIMELINE:

2 weeks	Textbook, study questions, lectures and class discussions on treaties and removal of all Five Tribes.
2-3 days	Library media center research on New Echota Treaty and Cherokee removal.
1 day	Presenting Cherokee hearing and video recording.
1 day	Video playback and critique of work.



RESOURCES:

Textbook(s)--general books on Oklahoma history, Cherokees, Indian removal, Jacksonian era, U.S. history, biographies; reference books; *Chronicles of Oklahoma.*

EVALUATION:

Use of time
Accuracy of information
Staying in character
Demonstrating knowledge of material
Quality of questions and answers
Participation in group

SOURCE: Betty Eick, Norman

UNITED STATES SENATE COMMITTEE HEARING ON THE CHEROKEE PROBLEM

ACTIVITY:

The Senate has the power to ratify or reject the Treaty of New Echota. A Senate committee has been appointed to hear testimony concerning the Cherokee "problem" and to recommend a solution.

Each student will take the roll of one of the participants:

Committee of Senators
Full-blood Cherokees
Mixed-blood Cherokees
Georgia Governor and aide
Andrew Jackson and aide(s)
White settlers from the area
Agent to the Cherokees
Educators/missionaries to tribe

Each class will have 2 video camera/recorder operators.

ASSIGNMENTS:

THE SENATE COMMITTEE WILL DO THESE THINGS:

1. Research the issues of the controversy.

2. Prepare a written opening statement that describes the conflict and explains the purpose of the investigation.

3. Prepare questions for each group of witnesses.
   Make copies of three of the questions to give to the teams before the hearing.

4. Decide on the order in which you will call witnesses, list the order and post it.

5. List possible solutions. After the testimony is complete, present the solution the committee agrees to recommend.

EACH GROUP OF WITNESSES WILL DO THESE THINGS:

1. Research the subject. Take notes of facts, examples, and quotations that concern your point of view.

2. Prepare an opening statement (one to two pages) presenting your viewpoint of the problem. Stay in character.

3. Prepare answers to the written questions you may be asked.

Teams may: (a) Use props or clothing for realistic effect.
(b) Make "authentic" documents or maps to present in testimony.

Remember that solutions may include laws, treaties, payments, sales, negotiations, troops, court action, executive action, etc.

The video recording of the proceedings will be used to follow the hearing and to discuss the hearing afterward.

General Topics to look for in the table of contents and/or index:

Cherokee Removal
Cherokees
Indian Removal
Georgia
Treaty of New Echota
Indian Problem
Indian Removal Bill
Missionaries
Slavery
Sequoyah
Cherokee Phoenix
Treaty Party

If you are a witness from the Treaty Party (generally mixed-bloods):

Treaty of New Echota
Elias Boudinot
John Ridge
Pro-Removal Faction
Intruders
Treaty Party
Major Ridge (The Ridge)
Stand Watie

If you are the Governor of Georgia:

Fort Mims Massacre (background information on frontier life)
Governor Wilson Lumpkin
Governor George Troupe
Governor George Gilmer

If you are Andrew Jackson, look under Andrew Jackson and the General Topics.

Lewis Cass
John F. Schermerhorn

If you are an agent, look under Agents, the General Topics and the following:

Hugh Montgomery
Benjamin F. Currey

If you are a missionary, look under Missionaries, General Topics and the following:

Samuel A. Worcester
Religion
Elizur Butler

If you are a full-blood look under General Topics and the following:

John Ross
Charles Hicks
Pathkiller

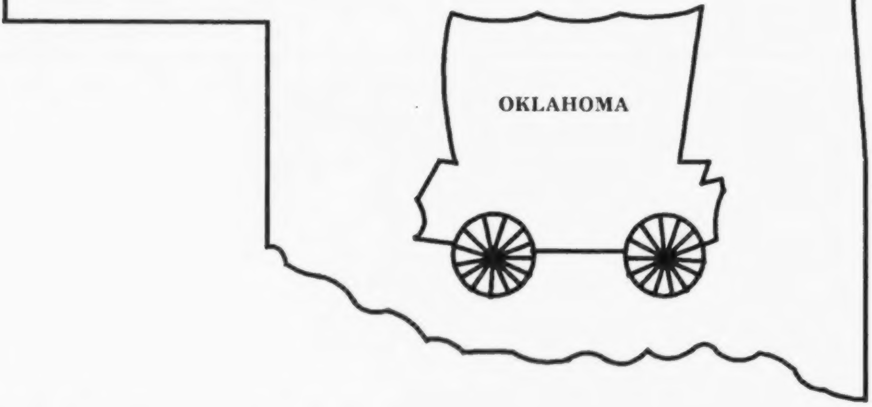
OKLAHOMA IN FICTION

GOAL: To use historical fiction about Oklahoma as a vehicle for exploring Oklahoma history.

SUGGESTED GRADE LEVEL(S): 9-10

LEARNER OUTCOMES

Content Area: Social Studies and Language Arts	Information Skills
The student will: 1. Develop an understanding and appreciation of Oklahoma's past.	The student will: 1. Enjoy many types of fiction and nonfiction books. 2. Choose a reporting format appropriate to the conclusion and the audience.

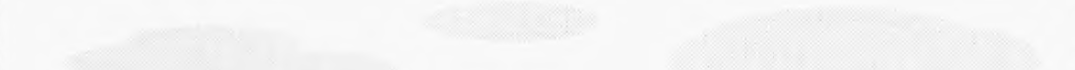


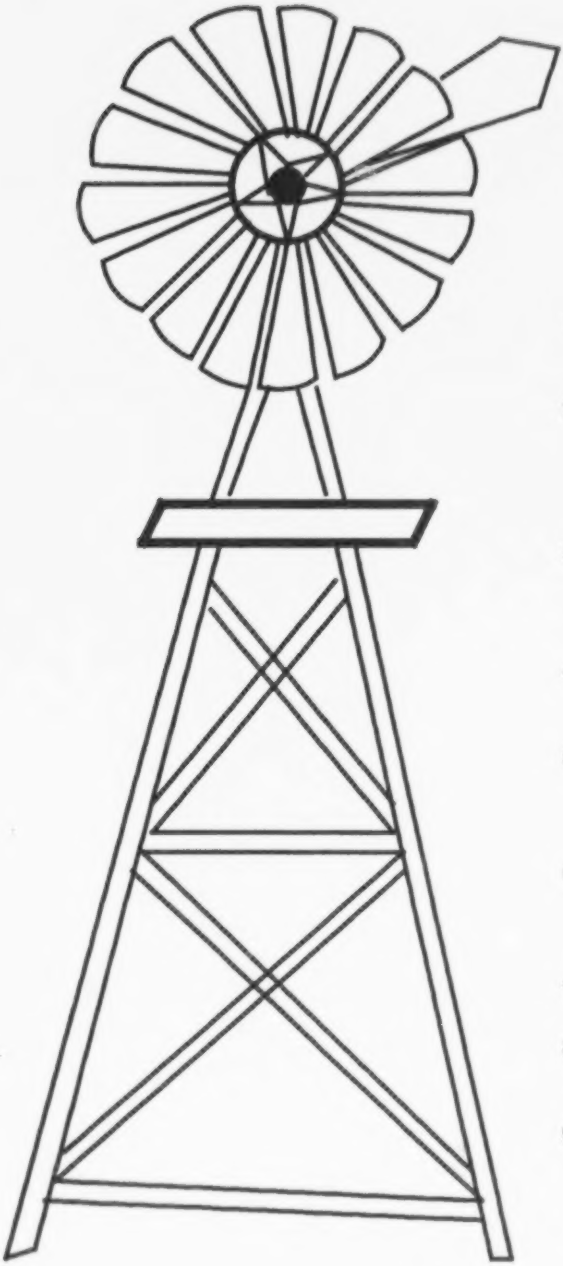
ACTIVITY

The student will select and complete an activity after reading one of the books on the activity list. For titles without activities given students may be encouraged to create an activity using the products list as a source of ideas.

EVALUATION

Projects will be assigned points based on the difficulty of the title and complexity of the porject.





The Obstinate Land

by Harold Keith

1. List the events which make you agree with the author's title.

2. Compile a dictionary of the words which are new to you. Include a definition, an example from the story, and the page numbers for each example.

3. Interview a barbed wire collector and compile a fact file from the information you collect (minimum of 15 facts).

4. Prepare a model and an advertising poster for windmills.

5. You are a movie director. Write a video script and storyboard for your favorite scene from the book.

6. Prepare a current events bulletin board for Fritz's schoolroom. Include national, regional and local items.

7. Stage a debate on "fencing the west."

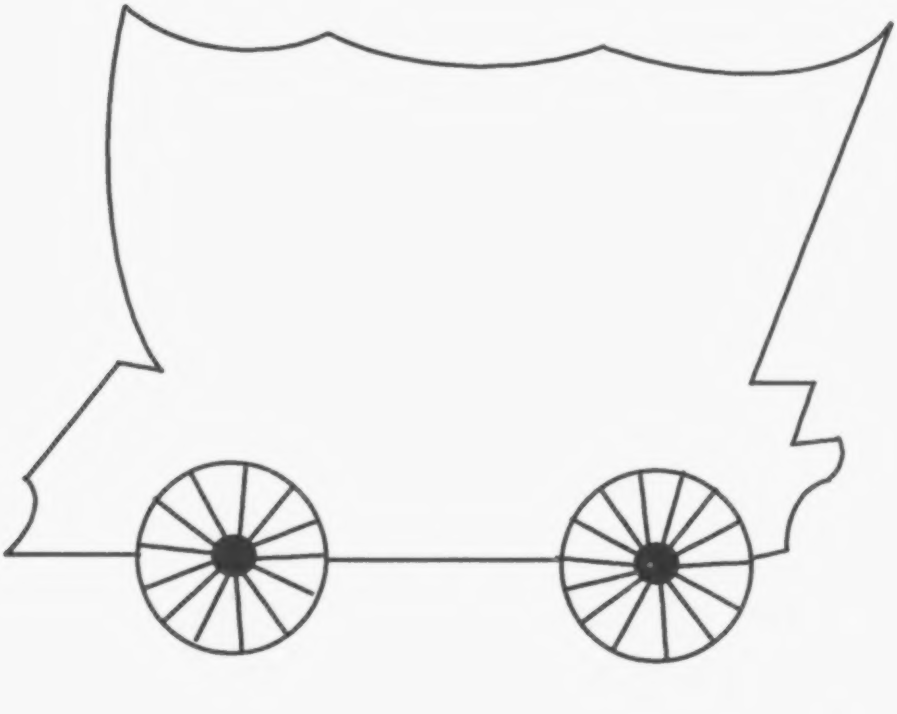
8. Create and illustrate a calendar of social events described in the story.

9. Invent a machine which would combat one of the disasters faced by the Rombergs. Make a labeled diagram of your invention.

Gone and Back

by Nathaniel Benchley

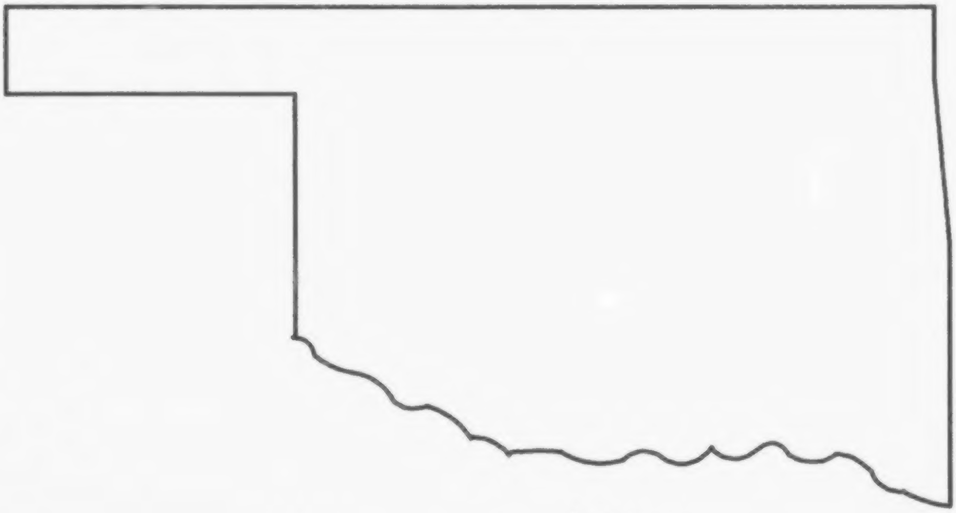
1. Create a "wish book" of the objects used (or needed) by the Taylor family in the story.
2. Predict the ending of the story if Obed's father had made a different choice that day in Guthrie.
3. Illustrate a map of the journeys made by Obed and his parents.
4. Arrange a labeled museum exhibit on the land run.
5. Pretend to be a boomer or a sooner. Make a poster to convince others to agree with your point of view.
6. Discover what Mrs. Taylor might have liked best about the geography or climate in each of their homes. Write a letter from each place.
7. Make a chart of arguments for and against joining the land rush.
8. Write a narrative poem from Lennie to Obed about their adventure.
9. Make a filmstrip which illustrates the choices Mr. Taylor had to make for his family.
10. Write a booktalk which will persuade others to read this book without giving away the ending.



The War On Charity Ross

by Jack Bickham

1. Illustrate one incident from the novel which is historical fact.
2. Write a diary from the point of view of Charity, Abe, Six, or Stutter.
3. Create a newspaper containing news, weather, advertisements, classified ads, and an editorial for Charity Ross's time. Base the paper on information found in the story.
4. Keep a journal of descriptions which show the author's understanding and appreciation of Oklahoma.
5. Make a model of either of Charity's houses.
6. Compile a file of facts which could be checked for historical accuracy.
7. Design a complete, original book jacket including a cover, blurb, and biographical sketch of the author.
8. Write an editorial from Mr. Stutter's point of view and a reply from Charity's point of view.
9. Interview an Oklahoma pioneer or the descendant of one. Try to determine if they were farmers or ranchers. Tape record their interview on your findings. List the skills Charity needed to succeed on her homestead.
10. Make a time line for the major incidents in the novel. Include historical events also where appropriate.
11. Videotape a frontier version of "Crimestoppers" based on the incidents in the novel.
12. Map the location of Charity's homestead from clues found in the story. List the clues you used on the back of the map.



Komantcia

by Harold Keith

1. Paint a model tipi which depicts experiences Pedro had, or might have had, with the Comanches.
2. Draw a picture essay on the importance of the horse to the Comanches.
3. Write a letter to the editor of a frontier newspaper advocating annihilation of the Indians and two responses with different opinions.
4. In a diary describe the daily life of an adult male, adult female, or a child among the Comanches.
5. Prepare a labeled model or diorama of the Sand Creek Massacre.
6. Write a nonfiction children's book to describe a Comanche buffalo hunt.
7. Give Pedro an original Comanche name. Defend your choice.
8. Compile a catalog of products the Comanches made from the buffalo.
9. Compile a grocery list and cook book of foods from the story.
10. Make a Comanche etiquette book.

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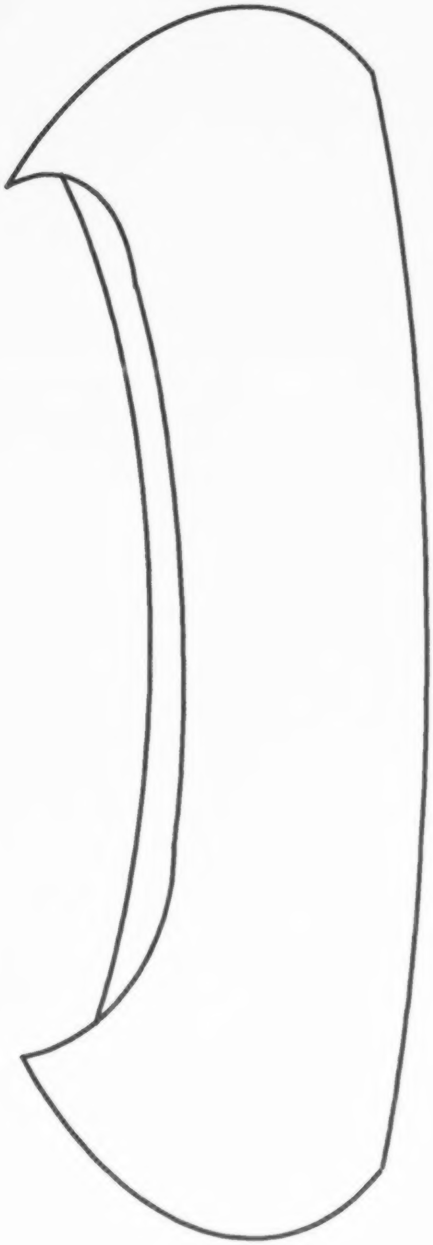


The Choctaw Code

by Russell G. Davis

1. Compile a Choctaw dictionary (include proper names).
2. Design a travel poster promoting the beauty of the Choctaw Nation.
3. Demonstrate a Choctaw ball game.
4. Write a letter from Tom to a friend in St. Louis about some experience in Indian Territory.
5. Debate the different views of the Standpatters and the Progressives.
6. Create an issue of the *Indian Citizen*.
7. Publish a hunting and fishing magazine from Jim Moshulatubee's viewpoint. Include articles, ads, and illustrations.
8. Illustrate a map of the Choctaw Nation with scenes from the story.
9. Reenact the Choctaw council on videotape.

Oklahoma Fiction

Bailey, Jean. *Cherokee Bill, Oklahoma Pacer.* (I,J) Abingdon, 1952. O.P.
David gentles a half-starved horse as his family prepares for the Cherokee Run and spends the year after the run training Cherokee Bill for a harness race.

Bauer, Marion Dane. *Shelter From the Wind.* (I,J) Houghton-Mifflin, 1976. $7.95
Twelve-year-old Stacy runs away to search for her real mother and is befriended by an old woman in the desert.

Benchley, Nathaniel. *Gone and Back* (J,S) Harper, 1971. pap. $1.95.
Obed's family has moved many times seeking an easier life before Mr. Taylor decides to stake a claim in the Oklahoma Run.

Bickham, Jack. *The War Against Charity Ross.* (S) Doubleday, 1967. O.P.
After the death of Charity's husband, neighboring ranchers try to force her off her homestead.

Capps, Benjamin. *White Man's Road.* (S) Harper, 1969
Joe Cowbone, at 27 in the 1980's, seeks to come to terms with both his white and Comanche heritages.

Carter, Forrest. *Watch for Me on the Mountain.* Dell, 1983. pap. $3.95.
The final days of Apache freedom seen from Geronimo's point of view.

Constant, Alberta Wilson. *Miss Charity Comes to Stay.* (I.J.S) Crowell, 1959. O.P.
Betsy's story of the Cherokee Run, sod house life, the first school and its teacher, Miss Charity.

Constant, Alberta Wilson. *Oklahoma Run.* (J.S) Oklahoma Historical Society, Reprint pap. $9.95.
The tragedies and joys of Lainey's family making the run, settling in and adjusting to territory life.

Constant, Alberta Wilson. *Willie and the Wildcat Well.* (I.S.) Crowell, 1962. O.P.
Willie's family moved to Etowah in 1905 after hearing of the oil strike in hopes of having their own "wildcat" come in.

Culp, John H. *The Bright Feathers.* (S) Holt, 1965. O.P.
Three teenage trail drivers on a sightseeing trip in Indian Territory come to know an odd assortment of characters and to have many adventures.

Davis, Russell G. and Ashabranner, Brent K. *The Choctaw Code.* (I,J) McGraw-Hill, 1961. O.P.
When Tome moves to Atoka, his first friend is a Choctaw, Jim Moshulatubbee. When Jim accidentally kills a man, he is given one year of freedom before being put to death.

Dodd, Wayne. *A Time of Hunting.* (J,S) Houghton-Mifflin, 1975. $6.95.
A sympathetic look at Jess's dilemma of loving an expensive coon hound which won't hunt and his growing disgust with needless hunting.

Eckert, Allan. *Johnny Logan, Shawnee Spy.* (S) Little, 1983. $12.45.
Based on fact, this is the tale of Spemica Lawba, who worked for the U.S. Army in his quest for peace between whites and Indians.

Fall, Thomas. *Edge of Manhood.* (S) Dial, 1965. O.P.
The painful coming of age of See-a-way, a Shawnee brave, after being resettled in Indian Territory near Pottawatomie enemies.

Fall, Thomas. *Ordeal of Running Standing*. (S) McCall, 1970. O.P.
Sent off to school in Pennsylvania, Running Standing returns to the territory caught between the white and Indian societies.

Fall, Thomas. *Wild Boy*. (S) Dial, 1965. O.P.
Young Robert deAlvarez Jones gets permission to join a Comanche warrior training camp in order to develop the horsemanship skills he needs to capture the mustang that killed his father.

Ferber, Edna. *Cimarron*. (J,S) Doubleday, 1951. $14.95. Farcett pap. $1.95.
Sabra Cravat rears children and effectively manages her husband's newspaper business as the frontier is tamed.

Giles, Janice Holt. *Johnny Osage*. (S) Avon, 1977 pap. 41.75.
The rivalries of the Cherokees and the Osages seen through the eyes of the white trader Johnny Fowler, whose sympathy is with the Osages.

Giles, Janice Holt. *Savanna*. (S) Houghton-Mifflin, 1961. O.P.
The rough and tumble look at Fort Gibson during the early 1830's features Savanna Fowler Brooks, a rustic Scarlett O'Hara.

Grove, Fred. *Warrior Road*. (S) Doubleday, 1974. O.P.
After his friend Acey drowns, Boone becomes suspicious of the circumstances. Osage oil may be the motive for murder.

Hall, Lynn. *Uphill All the Way*. (J,S) Scribner's, 1984.
California sets out to reform True, who is straight from a juvenile detention facility.

Heck, Bessie Holland. *Cactus Kevin*. (I,J) World, 1965. O.P.
Kevin has moved near Tulsa in the 1940's and must adapt from city to country life. He longs to own a horse, but must first prove he is responsible.

Heck, Bessie Holland. *Millie*. (I,J,S) World, 1961. O.P.
Millie is motivated by the desire for an education, which isn't easy to come by in Coalgate, Oklahoma, in 1912-1919.

Henry, Marguerite. *Black Gold*. (I,J) Raud, 1957. $8.95. pap. $2.95.
Money from oil discovered on Osage land allows Rosa to breed her mare in Kentucky. The foal is Black Gold and headed for the Kentucky Derby.

Hill, Weldon. *Lonesome Traveler*. (J,S) McKay, 1970.
Numerous adventures and perils mark Clem's summer journey by donkey across 700 miles of Oklahoma and Texas to visit his mother in a hospital in New Mexico.

Hill, Weldon. *Rafe*. (J,S) Reprint, M & H (Norman) 1980, c1966.
Usually Rafe cannot please anyone, but when the family is caught in one of Northeastern Oklahoma's spring floods, it is Rafe who saves the day.

Hodges, Carl G. *Land Rush*. (I,J,S) Duell, 1965. O.P.
When the map that an old Boomer has given them disappears, Ossie and his father suspect Bert Gault, who, sure enough, beats them to the claim in the run of 1889.

Hunt, John Clinton. *Generations of Men*. (S) Little, 1956. O.P.
Four tales of male companionship are set in the blackjack-covered hills of the Osage countryside.

Hunt, John Clinton. *The Grey Horse Legacy*. (S) Knopf, 1968. O.P.
Both a psychological study of love, hate, greed and loss and an intricate detective story after several mysterious deaths have occurred among members of the wealthy Red Hawk family of the oil-rich Chetopa tribe.

Irwin, Hadley. *I Be Somebody*. (I,J) Atheneum, 1984. $11.95.
Ten-year-old Rap and his family decide to leave an all-black community in Oklahoma and move to Canada. Based on interviews and documents.

Jackson, Donald. *Valley Men: A Speculative Account of the Arkansas Expedition of 1807*. (S) Ticknor & Fields, 1983. $12.95.
The planned expedition to the Arkansas River was cancelled, but this is what might have happened if it had been completed.

Jones, Douglas c. *Elkhorn Tavern*. (S) Holt, 1984. pap. $5.95.
Ora Hasford and her children struggle to maintain normal family life against jayhawkers and other depredations of the Civil War, including the Battle of Pea Ridge, which takes place in their fields.

Jones, Douglas. C. *Gone the Dreams and Dancing*. (S) Holt, Rinehart, 1984. $15.95.
Liver, a Civil War veteran, works near Fort Sill and watches the integration of the Comanches into the fabric of society.

Jones, Douglas C. *Winding Star*. (S) Holt, 1984. pap. $5.95.
A young attorney, fresh from St. Louis, is sent from Judge Parker's court to track down an outlaw band who have murdered a Choctaw woman in the Indian Nations.

Jones, Weyman B. *Edge of Two Worlds*. (I,J) Dial, 1968. $7.95.
Sequoyah, at 70 in 1842, makes a trip in search of Cherokees in Mexico and encounters Calvin, a white, 15-year-old survivor of a Comanche raid.

Keith, Harold. *Komantcia*. (I,J) Crowell, 1965. O.P.
Captured by the Comanches, Pedro gains the skills necessary to earn the respect of the tribe.

Keith, Harold. *Obstinate Land*. (I,J,Gr5+) Crowell, 1977. $11.49.
The Rombergs, German immigrants, endure hardships on the Oklahoma prairie after the Run.

Keith, Harold. *Rifles for Watie*. (I,J) Crowell, 1957. $12.95.
As a union spy Jeff infiltrates Stand Watie's Cherokee Mounted Rifles and comes to respect their Confederate point of view.

Keith, Harold. *Susy's Scoundrel*. (,J) Crowell, 1974. $10.53.
When a coyote begins killing farm stock, Reddy, Susy's former pet, is blamed and a $400 bounty is put on his head.

Lafferty, R. A. *Okla Hannali*. (S) Doubleday, 1975. O.P.
The history of the Choctaw tribe experienced through the life of a patriarch and his family.

Lamour, Louis. *Cherokee Trail*. (J,S) Bantam, 1982.
As the only woman operator of a station on the Cherokee Trail, Mary must live by her wits and her grit.

Marriott, Alice. *The Black Stone Knife*. (I,J) Crowell, 1957. O.P.
Wolf Boy follows five Kiowa youths on their legendary journey to the "place where the summer lived" through Texas into Mexico.

Marriott, Alice. *Indian Annie: Kiowa Captive*. (I,J) McKay, 1965. O.P.
As an Indian captive, Annie is adopted and grows up among the Kiowas, eventually helping them adapt to white ways at Fort Sill.

Miller, Terese. *Remnants of Glory*. (S) Seaview, 1981. O.P.
Kate and Brady, Oklahoma, a fictious town, grow up together over seventy years, beginning in 1907.

Penney, Grace Jackson. *Moki*. (I,J) Houghton, 1960. O.P.
Moki is tired of the privileges her brother and others are given among the Cheyennes and longs to show her own bravery.

Portis, Charles. *True Grit*. (J,S) NAL pap. $2.95.
Mattie, 14, enlists the aid of tough old Rooster Cogburn and a Texas ranger to track down her father's murderer in Indian Territory.

Quimby, Myrtle. *The Cougar*. (I,J) Criterion, 1968.
The tensions and conflicts between whites and Indians are mirrored in Jerry Foster, who seeks to prove his manhood by trying to kill a cougar with a knife.

Rawls, Wilson. *Summer of the Monkeys*. (gr7+) Doubleday, 1977. $12.95; Dell, pap. $2.75.
Yearning for a rifle he can't afford leads Jay to spend the summer trying to capture wily circus monkeys.

Rawls, Wilson. *Where the Red Fern Grows*. (gr5-10) Doubleday, 1961 $12.95; Bantam, 1974. $2.75.
Bill and his hounds roam and hunt the Oklahoma hills until tragedy strikes.

Robson, Lucia St. Clair. *Ride the Wind: The Story of Cynthia Ann Parker and the Last Days of the Comanches*. (S,A) Ballantine, 1985. pap. $4.50.
Captured by the Comanches in 1836, Cynthia Ann Parker survives to mother Quanah Parker, last of the Comanche war chiefs, in this epic tale. Mature readers.

Rushmore, Helen. *Cowboy Joe and the Circle S*. (P,I) Harcourt, 1950. pap. $3.95.
Joe earns several nicknames before he gains one he can be proud of as he becomes familiar with ranch life.

Rushmore, Helen. *Shadow of Robber's Roost*. (I) World, 1960. O.P.
William Coe's outlaw gang terrorized the panhandle No Man's Land after the Civil War until his capture at Robber's Roost with the help of Johnny Hardy.

Steinbeck, John. *The Grapes of Wrath*. (S,A) Viking, 1039. $20.00; Penguin pap. $3.95; pap. $9.95.
The Joad family struggles to hold on to a dust bowl farm, then to reach California and find a way to survive there, once they arrive.

Thomas, Joyce C. *Marked by Fire*. (S,A) Avon, 1982. $2.25.
Born in an Oklahoma cotton field in 1951, Abyssinia Jackson must rely on inner strength after she is raped by a neighbor at the age of 10.

Wallace, Bill. *A Dog Called Kitty*. (gr 4-7) Holiday, 1980. $10.95; Archway, pap. $1.95.
Ricky's traumatic memories of rabies shots make it hard for him to befriend the starving mongrel which shows up on the farm.

REPORTING FORMAT

1. a letter
2. a lesson
3. advertisement
4. annotated bibliography
5. art gallery
6. block picture story
7. collage
8. collection
9. collection w/illustration
10. chart
11. choral reading
12. comic strip
13. cooked concoction
14. crosscut diagram
15. crossword puzzle
16. debate
17. demonstration
18. detailed illustration
19. diorama
20. display
21. editorial
22. essay
23. experiment
24. fact file
25. fairy tale
26. family tree
27. filmstrip
28. flip book
29. game
30. glossary
31. graph
32. hidden picture
33. illustrated story
34. jigsaw puzzle
35. labeled diagram
36. large scale drawing
37. learning center
38. letter to the editor
39. map
40. map w/legend
41. mini-center
42. mobile
43. mural
44. museum exhibit
45. newspaper story
46. model
47. oral report
48. pamphlet
49. photo essay
50. pictures
51. pictures dictionary
52. picture story for children
53. poem
54. porta-center
55. poster
56. project cube
57. puppet
58. puppet show
59. rebus story
60 riddles
61. scavenger hunt
62. science fiction story
63. scrap
64. sculpture (clay, w/junk)
65. seek and find
66. skit
67. small scale drawing
68. song
69. songs (collection)
70. stencil
71. story
72. street map
73. survey
74. tape
75. terrarium
76. text book
77. time line
78. transparency for overhead projector
79. travelogue
80. TV news report
81. video tape
82. vocabulary list
83. worksheet
84. written report

THE CRUCIBLE

GOAL: To recognize negative concepts found in *The Crucible** such as prejudice, mass hysteria, persecution and fear.

SUGGESTED GRADE LEVEL(S): 11-12

LEARNER OUTCOMES

Content Area: Literature and Social Studies	Information Skills
The student will: 1. Identify the distinctions between fact and fiction, opinion and inference in literature and media. 2. Critique literature and media presentations, pointing out propaganda, techniques, and persuasive language.	The student will: 1. Recognize techniques of persuasion and propaganda in various media. 2. Select readings that present alternate points of view. 3. Evaluate sources for validity and authority. 4 Distinguish between factual and emotional writing. 5. Distinguish opinion and inference.

ACTIVITIES:

The student will prepare one of the following:

1. A paper comparing prejudice or some other aspect of *The Crucible* with another literary work
2. A paper discussing McCarthy & McCarthyism.
3. A paper about Arthur Miller and his involvement in the "Red Scare."

RESOURCES:

Selected reference sources.

EVALUATION:

Teacher evaluation of finished product.

***NOTE:** This format may be used for other books.

SOURCE: Dave Brainard
Edmond Public Schools

A READING LIST FOR ARTHUR MILLER'S *THE CRUCIBLE*

Arthur Miller and his work

The Modern American Theater
Guide to Great Themes in Drama
Contemporary Literary Criticism
    Volumes 1, 2, 6, 10, 15
A Library of Literary Criticism
Modern American Literature, Vol. II
Arthur Miller
Cliff's Notes on Miller's *The Crucible*
Current Biography 1947

McCarthy and McCarthyism

Collier's 1954 Yearbook
    (look in index for more titles)
Collier's 1955 Yearbook
    (look in index for more titles)
The Meaning of McCarthyism
Congress Investigates, 1792-1974
The Demagogues
This Fabulous Century, 1950-1960
Documents of American History
The American Republic
    Vol. Two from Reconstruction
The Great Age of Change
The Growth of the American Republic
The Oxford History of the American People
Dictionary of American History
    Vol. VI Supplement One
McCathy, Joseph R.
Harry S. *Truman*
Plain Speaking: An Oral Biography of Harry S. Truman

Salem Trials

The Devil's Shadow
The Witchcraft of Salem Village
The Devil in Massachusetts
Science and Justice: The Massachusetts Witchcraft Trials
Salem Witchcraft

Witchcraft (General Information)

Extraordinary Popular Delusions and the Madness of Crowds
The Occult: A History
Man, Myth and Magic
Witch Hunting and Witch Trials
The Necromancers: The Best of Black Magic and Witchcraft
Hex
Satanism and Witchcraft
The History of Witchcraft
50 Great Essays
  (Joseph Addison: On witches and witchcraft)

Cold War

This Fabulous Century, 1950-1960
  page 116
The Annals of America
  Volume 17, 1950-1960
Hawks, Doves, and the Eagle
Selected Readings on Great Issues in American History, 1620-1968
The Oxford History of the American People
The Cold War, 1945-1963
The Cold War--And After

Blacklists: (includes material on McCarthy and McCarthyism)

Collier's 1954 and 1955 Yearbooks
Fear on Trial
Scoundred Time

Communism

Values Americans Live By
The Enemy at His Back
Communism, the Courts, and the Constitution
None Dare Call It Treason
A Study of Communism
What is Communism?
From Lenin to Khruschev
The World of Communism
The Communist Blueprint for the Future
Masters of Deceit

Puritanism

Puritans and Pragmatists
Orthodoxy in Massachusetts, 1630-1650
The Puritan Mind
American Literature, Vol, I: The 17th and 18th Centuries
The Puritan Heritage: America's Roots in the Bible
A Little Commonwealth

Nathaniel Hawthorne and His Work

Masterplots Cyclopedia of Litarary Characters, MIC-Z
Masterpieces of World Literature--First Series
American Literature, Vol. 2: *The First Part of the 19th Century*
American Romanticism: A Shape for Fiction
page 277-288
Romantic Rebel
Famous American Authors
Famous Authors
Hawthorne

LIBRARY MEDIA CROSSWORD PUZZLE

GOAL: The student will become familiar with reference materials found in his/her media center and will be able to use appropriate materials in an effective way.

SUGGESTED GRADE LEVEL(S): 9-10

LEARNER OUTCOMES

Information Skills
The student will: 1. Use correct terminology. 2. Use reference sources independently for quick facts, biographical information, identification and location of poetry, quotations, etc.

INSTRUCTIONAL STRATEGY:

Students will work in pairs or individually to complete the Library Media Crossword Puzzle. Each student would receive the puzzle. They may use any resource in the center to complete the puzzle, but cannot ask anyone other than their partner for a clue.

ACTIVITIES:

1. Complete the Library Media Crossword puzzle in the library media center.
2. Provide a bonus activity for teams that complete the puzzle ahead of the others. Laminate an index card with three reference questions. The answer would be found in one of the reference books used to complete the puzzle.

RESOURCES:

1. All the reference books in the library media center.
2. A puzzle for each student.
3. Laminated question cards.

EVALUATION:

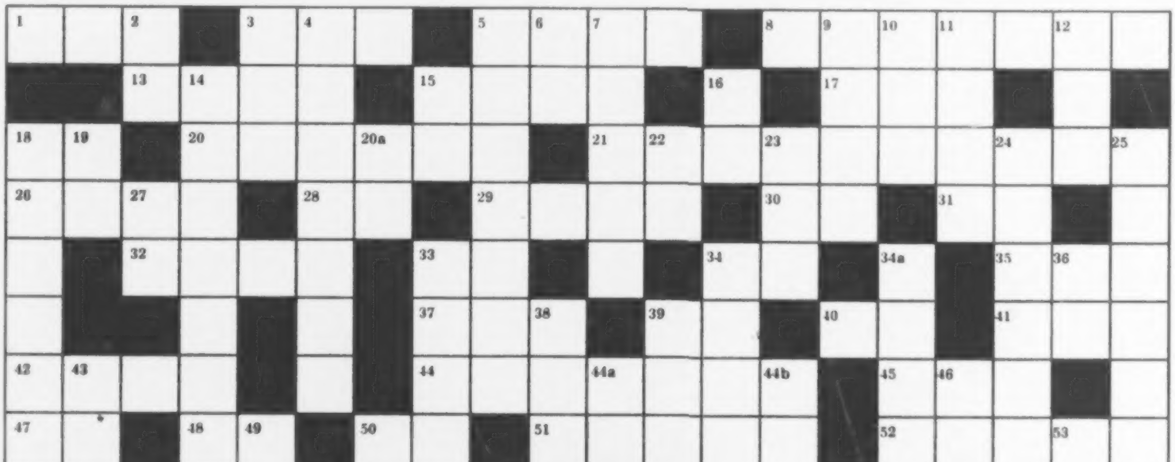
The library media specialist and teacher will determine if students are more confident in finding and using reference materials.

Students could be given a correctly completed puzzle to check work. Discussion should clarify alternative sources and answers.

Teacher is provided with two similar short tests over the material covered. The teachers could alternate the tests between classes or use one for a unit test and save one for nine-week or semester exam.

SOURCE: Janice Justice, Ceredo
Kenova High School
Kenova, West Virginia
(Used with permission.)

LIBRARY MEDIA
CROSSWORD PUZZLE


1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17
18 19 20 20a 21 22 23 24 25
26 27 28 29 30 31
32 33 34 34a 35 36
37 38 39 40 41
42 43 44 44a 44b 45 46
47 48 49 50 51 52 53
54 55 56 57 58 59 60
61 62 63 64 65 66
67 68 69 70 71 72
73 74 75 76 77 78
79 80 81 82 83
84 85 86 87 88 89 90 91
92 93 94 95 96 97 98 99
100 101 102 103 104
105 106 107 108 109 110 111 112
113 114 115 116 117
118 119 120

HORIZONTAL

1. Life (combining form)
3. Poet who won 1948 Nobel Prize for Literature (initials)
5. Leave out
8. Made-up story
13. Country in South America
15. Level
17. Large snake
18. Commanding Officer (abbr.)
20. To bite off small bits
21. Reference book of words
26. United States Marine Corps (abbr.)
28. Character in one of Alcott's books
29. Regretted
30. Editor (abbr.)
31. Class Number of short stories
32. A heap for burning
33. Negro American poet (initials)
34. Symbol for chlorine
35. Central Intelligence Agency (abbr.)
37. Europe (abbr.)
39. French article
40. Symbol for aluminum
41. Make a mistake
42. Bad
44. First word in title: _____ _____ *to Periodical Literature*
45. Prefix meaning wrong
47. Symbol for nickel
48. Preposition
50 Yes. Spanish
51. The second other word in #44
52. Trade name of a camera
54. Variation of "tenpenny"
57. Exclamation
59. Abel's brother
60. International Trade Organization (abbr.)
61. Library classification system (2 words)
65. Trouble
67. Within
69. Dam
70. Natural (abbr.)
71. Affected singsong speech
73. Either . . .
74. Not broken or altered in any way
75. Group of students
78. Out of (prefix)
79. Ground-to-air pilotless aircraft (abbr.)
80. A continent (abbr.)
81. To verify the order of pages in a book
83. Author of *Little Women* (initials)
84. Name of a book
87. Age
88. A southern state (abbr.)
90. Author of *Windswept* (initials)
92. One who writes a book
96. Mutilated
99. Before noon
100. Pen name (abbr.)
101. Humor
102. Dover is the capital of this state (abbr.)
104. Pronoun
106. Part of a book (abbr.)
108. Title of a magazine about physiology (abbr.)
109. Term in tennis
111. Night letter (abbr.)
113. Printed sheets bound into a volume
115. Summer (French)
117. 16th President of the U.S.
118. Title of an encyclopedia
120. To stray

VERTICAL

2. Out-of-print (abbr.)
3. Three
4. Type of catalog card
5. Not returned on time
6. Myself
7. Part of a book
9. In the same place
10. Cry of a dove
11. Gets brown by sunning
12. Paddle
14. Set of reference books
15. Elevation (abbr.)
16. Author of *Almost Like Sisters* (abbr.)
18. Biographical yearbook (2 words)
19. Bone
20a. Box Office (abbr.)
22. Identification (abbr.)
23. Telegram (abbr.)
24. Each library book has its own _______ number
25. Annual publication
27. Military Police (abbr.)
33. Magazine
34. Alphabetically arranged index to a library (2 words)
34a. *World* _____ (1-volume reference book)
36. Symbol for iridium
38. Piece of cloth
39. Wreath of flowers
43. Try
44a. Of the (French)
44b. Aquatic mammal
46. Inch (abbr.)

49. Not many
53. Roman historian (initials)
55. No date (abbr.)
56. Salamander
58. Archaic past of "to be" (2d singular)
62. Ingredient used in bread
63. International Nickel Company (abbr.)
64. Capable of being shaped
66. Kentucky frontiersman's first name (shortened form)
68. National Recovery Administration (abbr.)
72. Group of ballplayers
76. Mentally sound
77. Street (abbr.)
82. Unit of measure
84. Boy's name
85. Internal Revenue
86. Delete
89. Number lettered on spine of library book
91. Man who devised author numbers for library use
93. United Service Organization (abbr.)
94. Earth (latin)
95. Nomadic Mongolian people
97. Ancient city (minus the last letter)
98. Doctor of Divinity (abbr.)
103. English name
106. High hill
107. Hawaiian food
110. Sheep noise
112. Sailor

LIBRARY MEDIA
CROSSWORD PUZZLE

Answer Sheet

1 B	I	2 O		3 T	4 S	E		5 O	6 M	7 I	T		8 F	9 I	10 C	11 T	I	12 O	N
		13 P	14 E	R	U		15 E	V	E	N		16 B		17 B	O	A		A	
18 C	19 O		20 N	I	B	20a B	L	E		21 D	22 I	C	23 T	I	O	N	24 A	R	25 Y
26 U	S	27 M	C		28 J	O		29 R	U	E	D		30 E	D		31 S	C		E
R		32 P	Y	R	E		33 P	D		X		34 C	L		34a A		35 C	36 I	A
R			C		C		37 E	U	38 R		39 L	A		40 A	L		41 E	R	R
42 E	43 V	I	L		T		44 R	E	A	44a D	E	R	44b S		45 M	46 I	S		B
47 N	I		48 O	49 F		50 S	I		51 G	U	I	D	E		52 A	N	S	53 C	O
54 T	E	55 N	P	E	56 N		57 O	58 W				59 C	A	I	N		60 I	T	O
B		61 D	E	W	E	62 Y	D	E	C	63 I	64 M	A	L		65 A	66 D	O		K
67 I	68 N		D		69 W	E	I	R		70 N	A	T			71 C	A	N	72 T	
73 O	R		74 I	N	T	A	C	T		75 C	L	A	76 S	77 S		N		78 E	X
79 G	A	P	A			80 S	A		81 C	O	L	L	A	T	82 E		83 L	A	
R				84 T	85 I	T	L	86 E			87 E	O	N		88 N	89 C		90 M	91 C
92 A	93 U	94 T	95 H	O	R			96 D	97 A	M	A	G	E	98 D		99 A	M		U
100 P	S	E	U	D			101 W	I	T		B			102 D	103 E	L		104 I	T
105 H	O	R	N		106 T	107 P		108 T	H		109 L	O	110 B		111 N	L	112 T		T
Y		R		113 B	O	O	114 K		115 E	116 T	E		A		I		117 A	B	E
		118 A	M	E	R	I	C	119 A	N	A		120 W	A	N	D	E	R		R

ROMAN IN THE LIBRARY

GOAL: To review reference skills and orient students to the location of major sections of the library media center.

SUGGESTED GRADE LEVEL(S): 9-10

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will: 1. Locate major reference sources for ancient history and literature.	The student will: 1. Review previously learned information skills. 2. Learn current library-media terminology. 3. Locate reference materials related to specific areas.

INSTRUCTIONAL STRATEGIES:

Before the class arrives, the questions have been developed and typed on an index card--one question for each card. There should be as many sets of questions as there are groups. The library media specialist must check the shelves to ensure that the books needed for the answers are properly shelved. Groups usually complete six to ten questions in one hour. The group with the largest number of correct answers wins.

ACTIVITIES:

1. Play the game "Roman in the Library" according to the following procedure. Reward the winning team. Other games could be developed by changing the questions to relate to any subject or topic. Example: "Crusading in the Library," if they are studying the Middle Ages.
    a. Divide the class into "legions" of three to five students.
    b. Each legion appoints a captain, who comes to the circulation desk for a question. Only one question is given to a legion at a time. Each legion will be working on a different question at any one time. The team's number is written on the slip so the correct legion can be credited.

c. When a correct answer is returned, a second question is given out. The legion works as a team to find the correct answer.

d. The library media specialist and teacher are on hand to give out questions, check answers and place completed questions under a legion's number.

RESOURCES

General encyclopedias
Card catalog
Reader's guide
Historical atlas
Almanac and fact books
Biographical encyclopedias and dictionaries
Quotation books
Mythology books and commentaries
Literature and history handbooks.
Vertical file

EVALUATION:

Students will demonstrate more familiarity with the library media center and with reference sources on ancient Rome.

Kris
12/19/87

"Roman" in the Library--Questions

General Encyclopedia

1. Which encyclopedia has a color picture of Hadrian's Wall?
2. When was Hadrian's wall built?

Biographical Sources

3. Find a biography about Marcus Aurelius. Write down three facts about his life.

4. What was the "Ides of March?" When was it?

5. Why was Ceasar killed? Compare the Ceasar's death scene as told in a biographical source to the scene in Shakespeare's play.

6. According to Shakespeare, what were Ceasar's last words?

Card Catalog

7. Find a book which pictorially describes a Roman city. Find the book on the shelf. Briefly describe how a Roman road was built. Reshelve the book.

8. Find a fiction book that is set in ancient Rome. Name an actual historical person found in the book.

9. Look up the book *All the Men of the Bible*. Find the book and answer: What does the Biblical name of David mean?

10. Describe what you find in the vertical file about Rome.

Literature or Historical Handbooks.

11. Who was a famous poet around 60 B.C. at the time of the First Triumvirate?

12. What major event occurred on March 15, 44 B.C.?

Quotation Book

13. Who said, "Where there's life, there's hope?" When was it said?

14. Who said, "Hail, Emperor, we who are about to die salute you?"

15. Is the following quote American, "Out of the frying pan into the fire?" Who said it?

Almanac

16. How many years are included in the period generally called the Roman Empire?

17. What was the major religion at the beginning of the Roman Empire? At its end?

Atlas

18. Name the present-day countries that were part of the Roman Empire at its greatest expansion.

19. What present-day country was called Gaul during Roman times?

20 Using a chronological table, determine if the colosseum and the walls of Rome were built in the same century?

21. Using a map of Roman times, list the sea that is on the east and the west of Italy.

Mythology Books

22. The Roman god Cupid was taken from which Greek god?

23. According to ancient mythology, how did the city of Rome receive its site and its name?

24. What is the meaning of Ops, and why was she honored as a god?

25. What is the meaning of the name Mercury?

26. When was the acropolis destroyed and by whom?

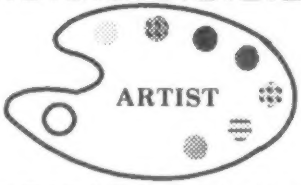
National Geographic Index

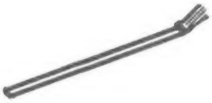
27. Find one article about Biblical, Greek, or Roman times. Write down the title, date, and pages.

Reader's Guide

28. Each member of the legion should take a separate volume of *Reader's Guide*. Under which heading did you find an article cited on ancient Rome? Check to see if we have one of the articles in the library. Write down the name of the magazine and the date.

SOURCE: "Roman in the Library: A Sophomore Orientation" by William M. Fabian. *The Book Report* January/February 1985. (Used with permission.)





GOAL: To acquaint students with the lives and works of major painters.

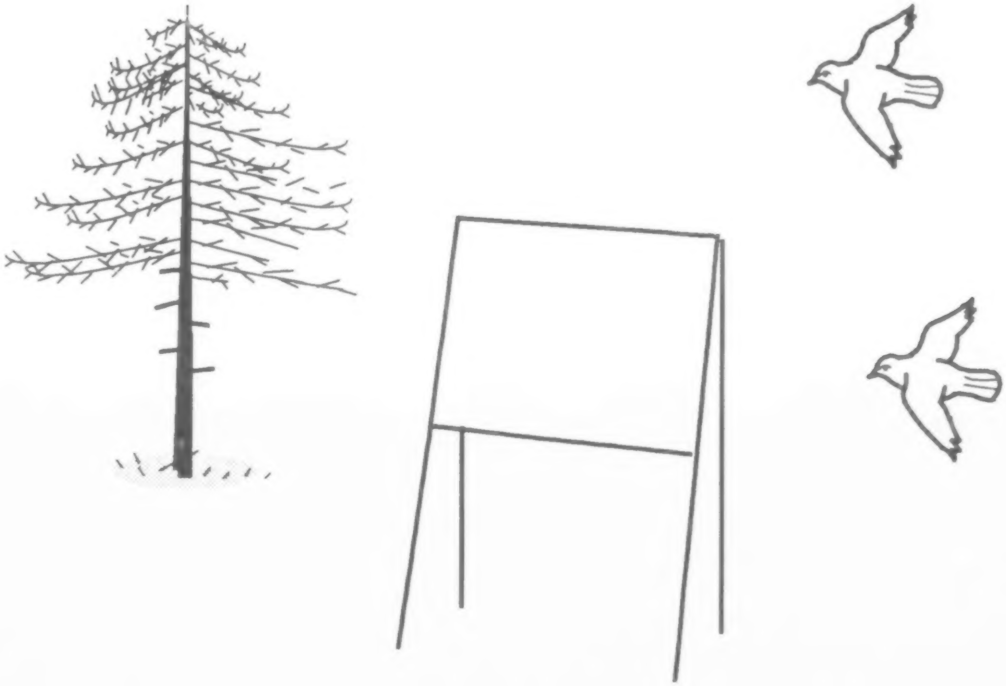
SUGGESTED GRADE LEVEL: 9-12

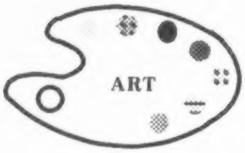
LEARNER OUTCOMES

Content Area	Information Skills
The student will:	The student will:
1. Realize that art has a past.	1. Locate sources of artistic criticism.
2. Know sources of and be able to use resource materials on art history and appreciation such as books, periodicals, films and prints.	2. Select and use a variety of specialized reference tools.
3. Identify the general style and period of major art forms and know the general social context in which they were produced.	3. Select materials identified in subject bibliographies, bibliographic appendixes, footnotes and quotations.
4. Verbalize aesthetic decisions made while producing works of art.	4. Credit sources used.
5. Describe, analyze, interpret and evaluate visual works of art. Use concepts and metaphors appropriate to art criticism.	

ACTIVITIES

Students will be introduced to some specialized biographical and art reference sources. They will then select an artist and conduct research on the life and work of the subject. From this research the student will prepare a research folder and choose a project to complete. Finished projects will be shared in class and displayed in the library media center.





RESEARCH FOLDERS

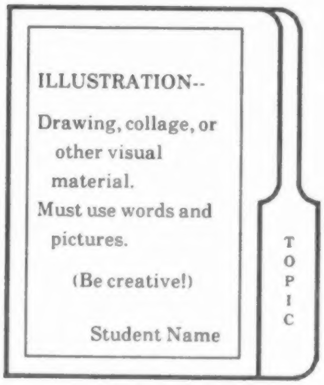


ILLUSTRATION--

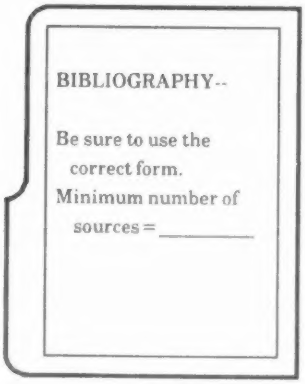
Drawing, collage, or other visual material.

Must use words and pictures.

(Be creative!)

Student Name

FRONT

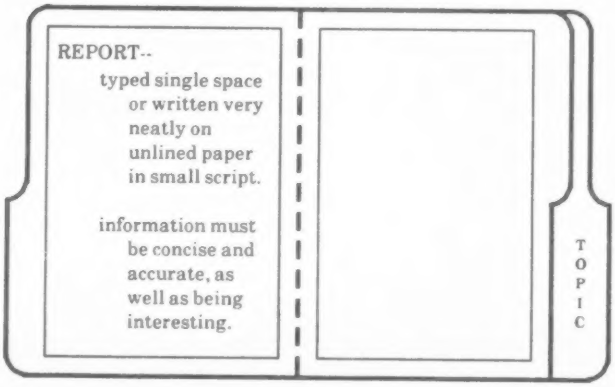


BIBLIOGRAPHY--

Be sure to use the correct form.

Minimum number of sources = __________

BACK



REPORT--

typed single space or written very neatly on unlined paper in small script.

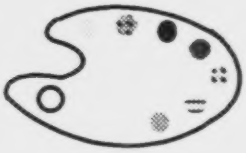
information must be concise and accurate, as well as being interesting.

INSIDE

NOTE: Research folders should be attractive and informative. Use brightly colored construction paper and inks to "liven" up your report. Write neatly, using correction fluid if you make any mistakes.

Your teacher may require you to laminate your report or to cover it with clear contact paper. Check to see if this is required.

If possible, include a childhood vignette as well as facts about adult life with sketches. Include information on the style, technique, and your critical reaction to the work of this artist.



PAINTERS

A Partial List

Giotto
daVinci
Michelangelo
Raphael
Titian
Tintoretto
Brueghel
Botticelli
Holbein
Cavavaggio
El Greco
Rubens
Velazquez
Hals
Rembrandt
Vermeer
Watteau
Fragonard
Gainsborough
Goya
Delacroix
Turner
David
Nolde
Monet
Renoir
Van Gogh
Manet

Seurat
Cezanne
Gauguin
Degas
Toulouse-Lautrec
Matisse
Kandinsky
Picasso
Braque
Mondrian
Pollock
O'Keefe
Corot
Courbet
Klee
Lichtenstein
Wyeth
Cassat
Whistler
Eakins
Modigliani

Obtain permission from your teacher for other painters. Check on amount of information available before deciding on an obscure artist.

PROJECTS

Produce a painting using a style, technique or subject important in your artist's work.

Create a mobile which illustrates important characteristics in the life and work of the artist

Design a name tag for an artist which would clearly appeal to him/her. Be able to defend your design.

Prepare a miniature museum exhibit for an artist.
Incorporate original work.

RESOURCES: In addition to books about specific artists check for information under painting, art, country, time period or school (such as impressionism).

Adventure in Art: National Gallery of Arts Washington, D. C. Abrams, 1978.

Canady, John. *The Lives of the Painters.* 4v. Norton, 1969.

Catalogue of Reproductions and Paintings Prior to 1890. UNESCO. First pub. 1949 and frequently revised.

Catalogue of Reproductions and Paintings--1860 to Date. UNESCO. First pub. 1950 and frequently revised.

Contemporary Artists. 2nd. ed. St. Martins, 1983.

Craven, Thomas A. *Treasury of Art Masterpieces: From the Renaissance to the Present Day.* Simon and Schuster, 1958.

Current Biography. H. W. Wilson. Annual.

Davidson, Marshall. *A History of Art: From 25,000 B.C. to the Present.* Random, 1984.

Encyclopedia of World Art. Reprint of McGraw-Hill, 1968. Publishers Guild, 1983. 15 vol. and supplement v. 16.

Encyclopedia of World Biography. Reprint of McGraw-Hill. Publisher's Guild.

Fine, Elsa Honig. *Women and Art: A History of Women Painters and Sculptors from the Renaissance to the 20th Century.* Schram, 1978.

Gardner's Art Through the Ages. Horst de la Croix, ed. 7th ed. Abrams, 1980.

The History of World Painting. Ed. by Hans L. C. Jaffe. distr. by Farrar, Strauss and Giroux, 1980 c1967.

The Illustrated Dictionary of Art and Artists. David Piper, ed. Random House, 1984.

Janson, H. W. *History of Art.* 3d ed. Abrams, 1986.

Janson, H. W. *History of Art for Young People.* 2nd ed. Abrams, 1980.

Kloss, William. *Treasurers from the National Museum of American Art.* Smithsonian, 1986.

Larousse Dictionary of Painters. Larousse, 1981.

Lucie-Smith, Edward. *American Art Now.* Morrow, 1985.

Lucie-Smith, Edward. *The Thames and Hudson Dictionary of Art Terms.* Norton, 1984.

Murray, Peter. *A Dictionary of Art and Artists*. 3rd ed. Penguin, 1972.

National Portrait Gallery, Illustrated Checklist. Smithsonian, 1978.

Oxford Companion to Art. Oxford, 1970.

Rosenblum, Robert. *19th Century Art*. Abrams, 1984.

Slez, Peter. *Art in Our Times: A Pictorial History, 1890-1980*. Abrams, 1981.

Vaisey, Marina. *100 Masterpieces of Art*. Putnam, 1979.

Ventura, Piero. *Great Painters*. Putnam, 1984.

Wade, Edwin L., ed. *The Arts of the North American Indian*. Viking, 1986.

World Artists, 1950-1980. H. W. Wilson, 1984.

FOOD OF THE WORLD

GOAL: To provide a cultured context for foreign food.

SUGGESTED GRADE LEVEL(S): 9-12

LEARNER OUTCOMES

Content Area: Home Economics, Geography, Foreign Language	Information Skills
The student will: 1. Develop an appreciation for the history and culture of a particular country. 2. Research information concerning foods around the world.	The student will: 1. Select suitable print and nonprint sources for a specific subject. 2. Present information in a variety of ways.

ACTIVITIES:

1. Introduce the unit with a class discussion. First, divide the class into four groups and assign each group a different area of the world. The group will list foods that are native to their area. The groups are: Hispanic, Oriental, European, Middle Eastern. (You could use "Other" rather than Middle Eastern). When the groups have listed all they can, discuss facts that influence the foods in a region; climate, life style, crops, geographical features, culture, etc.

2. Students will prepare a report on a specific country and its food to present to the class. The final product must be a multi-media presentation that includes general knowledge about the country, a legend, poem or song, customs, craft or decoration and information about food. Classes could plan a menu and prepare a meal. Students may select a country with the teacher's approval. Some preliminary research in the library media center can help them select a country for which there are adequate resources. The report will be on a contract basis. Each student will determine his/her grade by the work that is completed.

RESOURCES:

1. Vertical File.
2. Books on countries.
3. Magazines with articles about countries. Use the *Reader's Guide to Periodical Literature and National Geographic*.
4. Encyclopedia (only one may be used).

EVALUATION:

Student will select their grade from one of the contracts on "Requirement" handout.

SOURCES: Teresa J. Hamilton
West Mid-High, Norman.

FOOD OF THE WORLD RESEARCH PAPER

Requirements

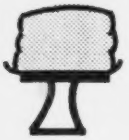
1. Begin your report with general information about your country.
2. Use subheadings for your topics. Underline them. (Example: A Legend).
3. Make two copies of your report and give a three-minute presentation of the most interesting part to the class. If you are going to show a craft you made from your country, you will not need two copies. You may use a copier to make the second copy of your report.
4. Everyone must be ready to give his or her report. If you are called on and are not ready, ten (10) points will be deducted from your grade.
5. Be neat.
6. Try to choose some interesting part of your report to present to the class. If you make something for the class to eat or see, your explanation of it will be in your oral report.
7. Paragraphs must have a least five sentences each.
8. A bibliography must be written showing the sources that you used.

Topics for Paragraphs

1. General interesting knowledge about your country.
2. A legend (example: Why Christmas trees originated in this country).
3. Poem.
4. Song.
5. Custom (example: Tell how Santa Claus originated or how the yule log originated in this country).
6. Craft or decoration (students can draw a copy of the art to show the class for their presentation, or they can make a decoration to show the class).
7. Cooking (Example: Explain a famous recipe from your country. Try to get a typical country recipe. You may make a sample to share with the class. This will serve as your class presentation.)

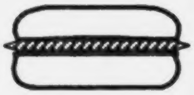
Grade of "A"

Twelve paragraphs
Four references
Four topics besides general information
Note cards
Presentation to class
Bibliography



Grade of "B"

Ten paragraphs
Four topics besides general information
Presentation to class
Three references
Note cards
Bibliography



Grade of "C"

Eight paragraphs
Two references
Two topics besides general information
Presentation to class
Note cards
Bibliography

SPECIALIZED REFERENCE SOURCES

GOAL: To explore reference materials that are specific to one subject and to gain skills in their use.

SUGGESTED GRADE LEVEL(S): 9-12

LEARNER OUTCOMES

Content Area: Language Arts, Art, Music, Science, Social Studies	Information Skills
The student will:	The student will:
1. Be able to find the correct scientific term for the commonly used term.	1. Select and use a variety of specialized reference tools in all subjects.
2. Be able to find reviews and commentaries about a play and the author.	2. Be able to use the reference materials quickly and easily.
3. Be able to locate a play.	3. Locate sources for artistic and/or literary criticism.
4. Learn the definition of commonly used terms in the theatre.	4. Use different types of indexes (specialized and general).
5. Learn to locate, interpret, present and write poetry.	5. Distinguish between opinion and inference.
6. Find information about an artist or musician and select an appropriate method for presentation.	6. Choose an appropriate reporting format.

ACTIVITIES:

Science

1. Students will complete the "Scavenger Hunt." Give students the "Specialized Reference Sources for Science."
2. Students will complete "Common Words" worksheet.
3. Give students a "generic" bibliography and explain how it can be used to find information.
4. Students will select a topic from the broad topic "Pollution" for a one page report. A minimum of three different types of references must be used.
5. Complete the work sheet "Green House Effect," then write a short summary.

Drama

1. Students will complete the "Drama Reference Activity" using the "Specialized Reference Sources for Drama."

2. Select and read a play of your choice. Complete three activities from "Drama Activities."

Poetry

1. Introduce students to various reference sources that are important for poetry. Include indexes, biographical sources, criticism, anthologies, quotations, word books and handbooks. Hand out "Specialized Reference for Poetry."

2. Students will complete the "Poetry Search" in two steps. Complete column marked "Most Likely Source." Discuss answers, but do not change. Complete the worksheet in the library media center. Select questions consistent with your collection.

3. Create a poetry anthology. Each student will collect poetry from one poet or on one theme. Prepare a visual to accompany the anthology. Example: transparency, slide/tape presentation, video.

4. Students will use poetry reference books to complete "Poetic Inaccuracies." (Adapt the biographical sketches to fit your reference collection.)

American History

1. Use the "Finding Facts" worksheet and bibliography. All the books should be placed on a table or book truck.

2. Students are told that the answers can be found in one or more of the books. Students may have only one book at a time at their desk. The first individual or team to complete the worksheet receives a prize.

Art or Music

1. Explain the importance of specialized reference sources for art or music. Explain how a bibliography can be developed on any topic. Teach proper form.

2. Have each student select an artist or musician, art form, period or style of music or art, an art medium or instrument or a specific production. Students will develop a bibliography of all the important sources in your library media center on the topic.

Literature

1. Combine a book report with a reference activity. Students will select a book from a list and read the book.

2. Reference activities must be prepared for each book on the list. Three samples are included with this unit. Reference activity must be adjusted to meet your collection.

3. Students may be assigned to work individually or students reading the same book can work as a team. The class will meet back in the classroom to share the information on the individual worksheet.

RESOURCES:

1. "Specialized Reference Source for Drama."
2. "Specialized Reference Source for Science."
3. "Specialized Reference Source for Poetry."

EVALUATION: Students will be evaluated by teacher and library media specialist on worksheets and independent study projects. Students should demonstrate skills in the use of specialized reference sources.

SCAVENGER HUNT

Directions: Using any library media source, find the answers to the following questions.

1. Dr. Mary Leakey discovered footprints embedded in ashes at Laetoli, near Tanzania'a Olduvai Gorge, that are estimated to be _________ years old.
2. Bottlenose dolphins belong to the genus ______________________________.
3. Other than laboratory mishaps, who is the world's last known person to have smallpox? ______________________________.
4. The name for fish found in the Red Sea that host light-emitting bacteria is called ______________________________.
5. What is the scientific name of walking fish (cat) that were imported from Thailand to Florida? ______________________________.
6. Name the two men who solved one of biology's great riddles, the molecular structure of the chemical DNA. ______________________________ ______________________________.
7. Gorgasia sillneri is a species of ______________________________ found in the Red Sea.
8. In June of 1971, a tribe called the ______________________________ were discovered in Mindanao, Philippines.
9. Aipysurus laevis is the scientific name for the ______________________________.
10. The ______________________________ is the world's largest deer.
11. Periophthalmus chrysospiles is the scientific name for a __________________ __________________ found in the mangrove swamps of Southeast Asia.
12. Panthera uncia is the scientific name for the ______________________________.
13. What and where is the ductus arteriosus? ______________________________ ______________________________.
14. Special groups of cells in the pancreas called ______________________________ secrete the hormone insulin.
15. The middle layer of the wall of the eye is called the ______________________________.
16. Kidneys have tiny filters called ______________________________ that control the chemical makeup of the blood.

17. What is chromophilic substance? ______________________________

____.

18. In the human adult there ar usually ____________________ separate bones.

19. What and where are fontanelles? ______________________________

____.

20. What and where is the ilium? ______________________________

____.

21. What and where is the calcaneus? ______________________________

____.

22. What and where is the coracohumeral ligament? ____________________

____.

23. What and where is the risorius? ______________________________

____.

24. What and where is the subclavius? ______________________________

____.

25. What and where is the brachialis? ______________________________

____.

26. The ______________________________ is a large, triangular shaped "hole" in the lower half of the hip bone.

27. The ______________________________ is the larger of two bony prominences that project from the upper end of the femur.

28. The ______________________________ is the second largest tarsal bone.

29. What is the insertion of the extensor indicis proprius? ____________________

____

30. Name the three distinct kinds of arteries. ______________________________,

______________________________, ______________________________.

31. The ______________________________ is the longest vein in the entire body.

32. The two parts of the autonomic nervous system are the ____________________

____________________ and ______________________________.

33. The ________________________________ is the main artery of the tongue.

34. The two surfaces of the stomach are the ____________________________

and the ____________________________________ surfaces.

35. The ______________________________ are the largest of the three salivary glands.

36. The ________________________________ marks the separation of the right and left lobes of the liver.

37. The pancreas receives its nerve supply by way of small filaments from the

____.

38. Give the approximate size of the adult male kidney. ____________________

____

39. In the kidneys, most nephrons lie in the ____________________________.

40. The hypophysis, or pituitary gland, is a small organ attached to the floor of the brain by a short stalk called the ____________________________________

____.

41. The _______________________ is the largest gland of the endocrine system.

42. The _______________________. is a flat, triangular muscle that raises the upper eyelid.

43. The harp seal's scientific name is ____________________________________.

44. Fern's appeared in the _______________________________________ period.

45. Orangutan's scientific name is ____________________________________.

46. The name ____________________________ means "naked seed."

47. The central core of a young root is called ____________________________.

48. Underground stems of plants like the lily of the valley and the water lily are called ____.

49. Certain plants called ____________________________ are adapted to soils with a high salt content.

50. The oat's primary shoot is enclosed by a protective sheath called a ________

____.

51. Name an endangered species. Tell approximately how many of the species exist.

____.

COMMON WORDS

Directions: Using any library media source, find the correct scientific term for questions 1-35. Find the common word or term for Questions 36-48.

1. rose ____________________
2. rose rock ____________________
3. sweet gum leaf ____________________
4. oak leaf ____________________
5. maple leaf ____________________
6. red bud leaf ____________________
7. pansy ____________________
8. Swedish ivy leaf ____________________
9. iris ____________________
10. wax begonia ____________________
11. petunia ____________________
12. geranium ____________________
13. sprouting radish ____________________
14. fern frond ____________________
15. 12" honeysuckle vine ____________________
16. marigold ____________________
17. caterpillar ____________________
18. monarch butterfly ____________________
19. avocado seed ____________________
20. plum seed ____________________
21. peach seed ____________________
22. spider ____________________
23. dandelion flower ____________________
24. dandelion seed ____________________
25. small coniferous limb ____________________
26. tadpole or frog ____________________
27. earthworm ____________________
28. snail ____________________
29. bread mold ____________________

30. water sample with microscopic organisms ____________________
31. chicken liver ____________________
32. chicken heart ____________________
33. pigs feet ____________________
34. pine cone ____________________
35. root ____________________
36. Phoebucioterus ruber roseus ____________________
37. Rodolia cardinalis ____________________
38. Serrasalmus nattereri ____________________
39. Acanthaster planci ____________________
40. Scenedesmus ____________________
41. Accipiter cooperii ____________________
42. Paradachirus marmoratus ____________________
43. Castor canadensis ____________________
44. Myrmecia gulosa ____________________
45. Paralithodes camtschatica ____________________
46. Eschrichtius glaucus ____________________
47. Vultur gryphus ____________________
48. Ursus arctos ____________________

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AN ALL-PURPOSE POLLUTION BIBLIOGRAPHY

Magazines in the library media center that will be likely to have articles:

Atlantic Monthly
Discover
Environment
Field and Stream
Health
US News and World Report
Newsweek
Science Digest
Science News
Science
Time

ADD YOUR OWN HERE from the library of your choice:

Use the following headings and subheadings in the *READER'S GUIDE*:

- Acid Rain
- Air Pollution
- Air Polution --Airplanes
    - --Automobiles
    - --Dust
    - --Smog
    - --Smoke
- Chemical Plants--Environmental Aspects
- Electric Plants--Environmental Aspects
- Marine Pollution
- Marine Pollution--Waste disposal in the Ocean
- Noise Pollution
- Oil Pollution
- Pesticides--Environmental Aspects
- Radioactive Pollution--Nuclear Reactors--Environmental Aspects
- Soil Pollution
- Space Pollution
- Trade Waste--Disposal
- Uranium Industry--Environmental Aspects
- Water Pollution--Fish Contamination
- Radioactivity--Radioactive Waste Disposal
- Toxic Waste

These headings are **not** inclusive; the guide changes as articles vary in emphasis. Each guide has lists of cross-references. Use these to further your research.

The following headings pertain to the card catalog. They are similar to those above but follow the patterns of the *Sear's List of Subject Headings*. Call numbers follow.

- Air Pollution 614.7 and 628.5
  - Noise Pollution 614.7 and 620.2
  - Radioactive Fallout 539.7
  - Acid Rain 363.7
- Water Pollution 614.7; 638.1
  - Marine Pollution 333.9
  - Fish Contamination
  - Uranium (Disposal) 669
- Land Pollution 574.5/574.6/632
  - Pesticides--Environmental Aspects 574.5/574.6/632
  - Radioactive Fallout 539.7
  - Chemical Plants--Environmental Aspects
  - Electric Plants--Environmental Aspects
  - Munitions--Disposal
  - Radioactive Pollution
  - Nuclear Reactors--Environmental Aspects
  - Trade Waste--Disposal
  - Uranium Industry
  - Radio Activity--Pollution 621.48
  - Toxic Waste

Headings in your public library may differ somewhat. If in doubt, ask the librarian for a list of that library's subject headings. They will be pleased you know there is such a thing.

Reference Books of Value:

R 301.2 of Pollution. SIRS. 2 v. (reprints of articles from a wide variety of magazines and newspapers from 1975-c1980).

R 304.2	Cousteau, Jacques-Yves. *The Cousteau Almanac.*
R 500	*The New Book of Popular Science.* 6 v. plus index
R 500	*Science: A New York Times Survey.* 5 v.
R 503	*McGraw-Hill Encyclopedia of Science and Technology.* 15 v..
R 551.4	Rand McNally. *Atlas of the Oceans.*
R 910	Rand McNally. *Our Magnificent Earth.*

Others: Add any other items you come across. These need not be reference works--they can be from the general collection.

SPECIALIZED REFERENCE SOURCES FOR SCIENCE

Asimov's Biographical Encyclopedia of Science and Technology.

Audubon Society Encyclopedia of Animal Life.

The Cambridge Encyclopedia of Life Sciences.

The Concise Dictionary of Science.

A Dictionary of Earth Sciences.

The Encyclopedia of the Biological Sciences.

Macmillan Illustrated Animal Encyclopedia.

McGraw-Hill Concise Encyclopedia of Science and Technology.

McGraw-Hill Dictionary of Scientific and Technical Terms.

The New Book of Popular Science.

Oxford Illustrated Encyclopedia, Vol. 1.

Science and Technology Illustrated.

Sirs Science.

Van Nostrand's Scientific Encyclopedia.

GREEN HOUSE EFFECT

Source	Definition	What Is the Cause?	What Is the Best Solution?
Conclusion			

DRAMA REFERENCE ACTIVITY

Specialized Reference Sources for Drama

Oxford Companion to the Theatre (et al)
Dictionary of Theatrical Terms
European Drama Criticism
Library of Literary Criticism
Reader's Encyclopedia
Contemporary Dramatists
Play Index
Index to Plays in Collections
Masterplots
World Literature in Digest Form
McGraw-Hill Encyclopedia of World Drama
Reader's Encyclopedia of World Drama
Drury's Guide to Best Plays
Contemporary Literary Criticism

Common Terms in the Theatre

Look up the following terms in a dictionary, encyclopedia or specialized reference book and provide the definition. Be sure to find the meaning that relates to the theatre.

1. Theatre

2. Drama

3. Pantomine

4. Broadway

5. Off Broadway

6. West End

7. Musical Comedy

8. Revue

9. Ballet

10. Opera

11. Critic

Theatrical Reviews in Periodicals

In a recent publication (***Saturday Review***, ***Newsweek***, ***Time***, etc.) find a review of an on- or off-Broadway theatrical production (play, musical revue, opera or ballet.) Read the review and answer the following questions. (DO NOT USE MOVIE REVIEWS.)

1. Give the title and date of the publication which contained the review. (Remember to underline title)

2. Who was the critic?

3. What is the title of the production? (Underline the title)

4. Where was it produced? (Off-Broadway--St. Louis, Norman?)

5. Check the type of production reviewed:

_____ play

_____ musical

_____revue

_____ opera

_____ ballet

_____ other (specify)

____

6. What was the reviewer's general impression of the production?

7. What did the critic like best about the production?

8. What did the critic like least about the production?

9. Did any performers get special mention? Who? Favorable or unfavorable?

10. After reading this review, would you like to see this production? Explain.

DRAMA ACTIVITIES

Select any three activities.

1. Design a set: diagram or model or picture. Explain the scene that would be played on this set.
2. Design two costumes. Explain why they look as they do.
3. Cast the play from currently available actors. Explain why they were chosen.
4. List the conflicts in the play. Explain the conflict. Tell how they were resolved (may be done in chart form).
5. Make a newspaper advertisement for your play.
6. Write a biographical sketch of your author. (Include bibliography.)
7. Illustrate the theme of your play with a collage or other art work.
8. Write a complete description (physical, mental, emotional) of one main character.
9. Write a critique of the play in the style of famous dramatic critics. (Check in magazines for reviews.)
10. Make a list of literary terms and give examples of each from the play.
11. Write five quotations from the play and explain their significance. Tell why you selected them.
12. Illustrate two quotations from your play.
13. Design a musical score to underly your play when it is presented on TV. Tell why each song was selected and how it fits the action of the play.
14. Outline the action of the play in a complete sentence outline.
15. Your play will be presented on TV. Determine which companies would be good sponsors (at least five). Write a letter soliciting their sponsorship explaining why it would be appropriate.
16. The play is to be sold to a magazine for publication. Which magazines would be willing to bid? Write letters (at least three magazines) from the magazine to the author explaining why it would be advantageous to publish the play in that magazine.
17. The play is going on a tour. Design a route for performances. Include the town, type of theater, cost of tickets, advertising campaign, expected audience, etc.
18. Write a 3-page research paper on a topic stimulated by your play.
19. Design a program for the audience.
20. Write a narrative poem that tells the story of your play.
21. Make masks for the main characters of the play. Explain their appropriateness on the back of the masks.
22. Write a scene to continue the play. Include necessary stage directions.
23. Write a radio news broadcast of the events of the play.

SPECIALIZED REFERENCE SOURCES FOR POETRY

Allusions: Cultural, Literacy, Biblical, and Historical.

American Authors: 1600-1900.

Bartlett's Familiar Quotations.

The Complete Rhyming Dictionary & Poet's Craft Book.

Contemporary Literary Criticism.

Critical Survey of Poetry.

Granger's Index to Poetry.

Index to Poetry for Children and Young People

Literary Terms: A Dictionary

The Oxford Companion to American Literature.

Oxford Dictionary of Quotations.

Poetry Anthologies for Children and Young Poeple.

Survey of American Poetry.

Twentieth Century Authors: A Biographical Dictionary of Modern Literature.

Twentieth-Century Literary Criticism: Excerpts From Criticism.

The World's Best Poetry.

Webster's American Biographies.

POETIC INACCURACIES

A certain amount of poetic license is automatically granted poets in their work. However, too much license was exercised in preparing the brief poetic statements below. Each capsule biography contains several statements of fact, one of which is in error. Find the one erroneous statement per biography and write the corrected statement on the line provided.

1. Theodore Roethke was born in Saginaw, Michigan, in 1908. He received such awards as the Guggenheim Fellowship, the Eunice Tietjeus Prize, and the Pulitzer Prize. His early poetry has some significant similarities to that of English Romantic poets. His later poetry, especially "North American Sequence," owes a large debt to Edgar Allan Poe.

2. Connecticut-born John Ciardi, in addition to being a successful poet, has directed the Breadloaf Writers Conference, served as poetry editor for the *Saturday Review*, and taught poetry in a number of American universities.

3. Anne Sexton, an American poet, was once a fashion model. Her first book of verse, *To Bedlam and Part WayBack*, was published in 1960. Her poetry has been classified by many of her critics as "confessional" verse, a form that discloses intimate or terrible aspects of a writer's existence. Anne Sexton comments: "I prefer to think of myself as an imagist who deals with fantasy and its imagery.

4. Poet Stephen Vincent Benét wrote and published poems during his undergraduate years at Yale. He later studied at the Sorbonne, and in 1926 and 1927 he traveled to England on a Guggenheim Fellowship to write *John Brown's Body*.

5. Joyce Kilmer attended Rutgers College as well as Columbia University, worked on the *Standard Dictionary*, and did literary work for *The New York Times*. Kilmer enlisted as a lieutenant in the New York National Guard during World War I.

6. Emily Dickinson's grandfather helped found Amherst College in 1821. Emily was born in 1830 and by the late 1860's she was almost a complete recluse. After her father's death in 1874 and her mother's death in 1882, Emily fell in love with the Reverend Charles Wadsworth. They were never married. She died in 1886. The "Physician's Certificate" listed the cause of death as Bright's disease.

7. Marianne Moore, though widely respected as a practicing poet and winner of such awards as the Dial Award and Bollingen Award, has failed to receive the Pulitzer Prize, an honor many feel she deserved.

8. Born into the Puritan faith, John Greenleaf Whittier was much influenced by the poetry of Robert Burns. He was a newspaper editor during most of his working life and an ardent abolitionist. "Snow-Bound" established his poetic position in 1866.

9. Edna St. Vincent Millay's first poem was published when she was fourteen. She was a student at Vassar and played the leading role when her own poetic drama *The Princess Marries the Page* was put on by her graduating class in 1917. When the professional stage eluded her, and her poems sold slowly; for a living she resorted to writing stories for magazines under the name "Lucille Byrd."

10. Edgar Lee Masters of "Spoon River" fame wrote fiction, juveniles, and biographies, in addition to carrying on medical practice in Chicago. He was married twice and had many love affairs, at least fifteen of which are indexed in his autobiography.

11. Few poets have known more honor in their own time than Archibald MacLeish. He was the recipient of the Pulitzer Prize for verse in 1933 and 1953. He received the Pulitzer Prize for drama in 1959 for his only play *J.B.: A Play in Verse*.

12. Though perhaps best known for his tales, Edgar Allan Poe was a poet of note. Notable among his poetic contributions were "To a Waterfowl," "The Raven," "To Helen," and "Lenore."

POETIC INACCURACIES

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   Paris

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Nancy Boyd

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To a Waterfowl"--not written by Poe. Written by William Cullen Bryant

SOURCES FOR POETIC INACCURACIES

1. R 809.1 M
Vol. 6 p. 2407 *Critical Survey of Poetry*
"owes a large debt to Walt Whitman"

2. R 928 C
p. 244 *Contemporary Poets*
"Massachusetts-born"

3. R 928 C
p. 1375 *Contemporary Poets*
"I prefer to think of myself as an imagist who deals with reality and its hard facts."

4. R 809.1 M
Vol. p. 141 *Critical Survey of Poetry*
"traveled to Paris on a Guggenheim Fellowship."

5. R 923 K 1942
p. 762-3 *Twentieth Century Authors*
enlisted as a private

6. R 920.72 N
Vol. I page 479 *Notable American Women: 1607-1950*
Emily fell in love with Judge Otis P. Lord.

7. R 810.3 0 1965
p.563 *The Oxford Companion to American Literature*
She won the Pulitzer Prize in 1951

8. R 809.1 M
Vol. 7 p. 3084 *Critical Survey of Poetry*
was of the Quaker faith

9. R 920.72 N
Vol. II p. 537 *Notable American Women 1607-1950*
Wrote cheap stories for magazines under the name "Nancy Boyd"

10. R 809. M
Vol. 5 p. 1928 *Critical Survey of Poetry*
He practiced law

11. R 928 C
p. 968 *Contemporary Poets*
He wrote many plays

12. Poe didn't write "To A Waterfowl"
William Cullen Bryant wrote it.

Source: *Fun with American Literature*
by E. Richard & Linda Churchill
Abingdon Press, 1975.
Adapted by Jean Elder
Putnam City High School

POETRY SEARCH

QUESTIONS	MOST LIKELY SOURCE	ACTUAL SOURCE		ANSWER
		TITLE	PAGE	

LITERATURE REFERENCE SOURCES

Research: *Moby Dick* by Herman Melville, c. 1851.

Moby Dick is the story of a man obsessed with revenge. Captain Ahab has only one goal in life: the killing of the great white whale that had deprived him of a leg in an earlier encounter.

The story is told in first person by Ishmael, a member of the crew.

Masterplots

What is the time setting for *Moby Dick*? ____________________

What is the place setting for *Moby Dick*? ____________________

What is the name of the ship? ____________________

What kind of ship is it? ____________________

From what port does it sail? ____________________

What is the alternate title of *Moby Dick*? ____________________

Cyclopedia of Literary Characters

What is Moby Dick? ____________________

What three possible symbols does Moby Dick represent?

1. ____________________
2. ____________________
3. ____________________

Who is Queequeg? ____________________

Who's Who in the Old Testament

Herman Melville used symbolic Biblical names for the captain and the narrator.

Who was the Biblical Ahab? ____________________

What did he do to provoke the Lord, the God of Israel, to anger more than all of the kings of Israel who were before him?

____

Who was the Biblical Ishmael? ____________________

For what reason has his name become symbolic of the wanderer or displaced person?

____

The *American Heritage Dictionary of the English Language*

Ishmael was a student of cetology. Define cetology. ____________________

____

Source: Jean Elder
Putnam City High School

Captain Ahab is described as the proud, defiant, megalomaniacal captain of the "Pequod." Define megalomaniacal.

____

Encyclopedia Americana

The "Pequod" was named after a group of Indians with a similar name. What does the name mean?

____

How many of these Indians were left in 1910? ____________________

How many survive today? ____________________

Bartlett's Familiar Quotations

Finish the following quotation and identify its author.

> "It's a mild, mild wind, and a mild-looking sky; and the air smells now as if it blew from a faraway meadow; they have been making hay somewhere under the slope of the Andes,
>
> ____
>
> ____________________ author ____________________

Find a quotation by David Herbert Lawrence about whales. Write the quotation below:

Reader's Digest Almanac

What was the name of a ship that vanished in 1854 while on its way from Liverpool to Philadelphia? ____________________

How many people perished? ____________________

The Pacific Ocean contains what percent of the world's water? ____________________

McGraw-Hill Encyclopedia of Science and Tehnology

What is ambergris? ____________________

____

For what is it used today? ______________________________

Webster's Geographical Dictionary

The Pequod sailed through the Straits of Sundra on its way to the Pacific Ocean. Where is this channel? ______________________________

____

Reader's Guide to Periodical Literature

Find an article about sperm whales. In which magazine did you find the article?

____

In which volume? ____________ Date? ____________ Page? ____________

Read the article and summarize it in one paragraph.

RESEARCH: *I Never Promised You a Rose Garden* by Joanne Greenberg c. 1964.

Book Review Digest

Due to several traumatic events, Deborah Blau gradually withdrew from the world into the imaginary kingdom of ______________________. Deborah was the victim of a mental illness called ________________________________.

Dictionary of Psychology

In the dictionary find the definition for the following terms:

1. Schizophrenia: ____
2. Self: ____
3. Personality: ____
4. Imagination: ____
5. Conflict: ____

Contemporary Authors

Joanne Greenberg was born on ________________ in ________________. She is currently a teacher's aid, teaching ____________________________.

She is presently writing a book about ____________________________.

Contemporary Literary Criticism

Joanne Greenberg wrote *I Never Promised You a Rose Garden* under what pseudonym? ________________________________. Her major works have been listed in both Volume ________________ and Volume ________________ of *Contemporary Literary Criticism*. Read the reviews in these two volumes. What is the main theme of most of her books: ____

Name two other novels she has written and give a one sentence description of the theme:

1. ____
2. ____

RESEARCH: *Northwest Passage* by Kenneth L. Roberts

Twentieth Century Authors

Mr Roberts is an ______________________ and ________________________
who was born in Maine on ______________________. He has a varied background
including ______________________, ______________________,
and ______________________. Mr. Roberts is a stickler for ________
______________________ and has conducted a vendetta for years against the
______________________ of the average historian. *Northwest Passage*
was published in ______________________.

Masterplots (Revised Edition)

Northwest Passage is developed in four steps: ______________________,
______________________, ______________________
and ______________________.

Dictionary of American History

Find Rogers' Rangers in the *Dictionary of American History*. The unit consisted of
______________________ frontiersmen commanded by ______________________.
In 1759 the Rangers wiped out ______________________. During
the next year Rogers traveled as far west as ______________________ conquering
all the ______________________ posts.
The great strength of the unit came because ______________________
____

The Trailblazers--Time--Life the Old West

The concept of a Northwest Passage fascinated many early explorers. A man named
______________________ preceded Lewis and Clark by a dozen years in
the search. This man reached both the ______________________ and
the ______________________ oceans in his travel. After reading the diary kept by this
early explorer, President ______________________ sent Lewis and Clark on an expedition
to the Northwest.

World Almanac 1982

In 1979 there were ________________ persons admitted to mental hospitals in the United States. In Oklahoma alone ________________ patients were admitted, and the total expenditure for one year was ____________________.

Which state has the fewest persons admitted to mental wards? ____________________.

Mental health (SIRS SERIES)

In the index of the above volume, find the listing for schizophrenia. How many articles are listed? __________________. Scan one article and summarize it in a paragraph.

Look through the "Study Guide" in the front of the volume. What are the two major goals of the editors of the series?

1. ____
____

2. ____
____

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The American Heritage Pictorial Atlas of U.S. History

On pages 30 and 31 there is a reproduction of the map drawn on the Lewis and Clark expedition. What five things did Jefferson ask Meriwether Lewis and his ____________ ____________ to do while exploring the West?

____

____

____

____

____

The explorers brought back hundreds of specimens, including two ____________ ____________ for the President.

The most difficult part of the trip was the area through Idaho that the explorers had to traverse from the ____________ to the ____________.

Academic American Encyclopedia

Read the article on the *Northwest Passage*. What were the explorers trying to find as far back as 1534? ____________.

Name three men who serarched for the route: ____________,

____________, and ____________.

Name the man who found the passage: ____________.

When did he succeed? ____________.

Has the Northwest Passage proved to be useful? ____________.

The McGraw-Hill Encyclopedia of World Biography

Find the biography of R. Rogers. Rogers lived during which war? ____________ ____________. He was extremely successful as a ____________, ____________, and ____________.

Later in life, Rogers tried to join Washington, but was rejected. Why? ____________

____

How did he die? ____________

____

ALLUSIONS

GOAL: To research the origins of commonly used allusions in literature.

SUGGESTED GRADE LEVEL: 10

LEARNER OUTCOMES

Content Area: Literature	Information Skills
The student will: 1. Research appropriate reference materials for the prime source of phrases. 2. Recognize literary techniques such as allusions.	The student will: 1. Identify and use selected sources (unabridged dictionary, etc.) available to collect information for a specific subject (word origin). 2. Become fairly independent user of reference sources for the identification of quotations.

ACTIVITIES

1. The class will meet in the media center to research the origins of phrases as listed by the teacher.
2. Each student will present a short explanation of the meaning and origin of one phrase to the class.
3. As classmates make presentations, all students will take notes and complete a notebook containing all phrases.

EVALUATION: Teacher evaluation or oral presentation and/or notebook.

RESOURCES:

Dictionary of Classical Mythology. J. E. Zimmerman.
Harper and Row, 1964.

Classical Myths in English Literature.
Dan L. Norton. Holt, Rinehart and Winston, 1960.

Putnam's Concise Mythological Dictionary.
Joseph Kaster. G. P. Putnam's Sons, 1963.

A Dictionary of Biblical Allusions in English Literature.
Walter B. Fulghum, Jr. Holt, Rinehart and Winston, 1965.

The Reader's Encyclopedia. William Rose Benét.
Thomas Y. Crowell, 1965.

Any unabridged dictionary.

SUGGESTED LIST OF ALLUSIONS

Allusions	Origin	Resource (s)
1. Achilles' heel	mythology	*Reader's Encyclopedia* unabridged dictionary
2. Ananias		
3. Argus-eyed		
4. jeremiad		
5. Lilliputian		
6. Midas touch		
7. a Samson		
8. Babel of tongues		
9. Falstaffian humor		
10. Hobson's choice		
11. Job's comforter		
12. a patient Penelope		
13. prodigal son		
14. Pyrrhic victory		

SUGGESTED LIST OF ALLUSIONS

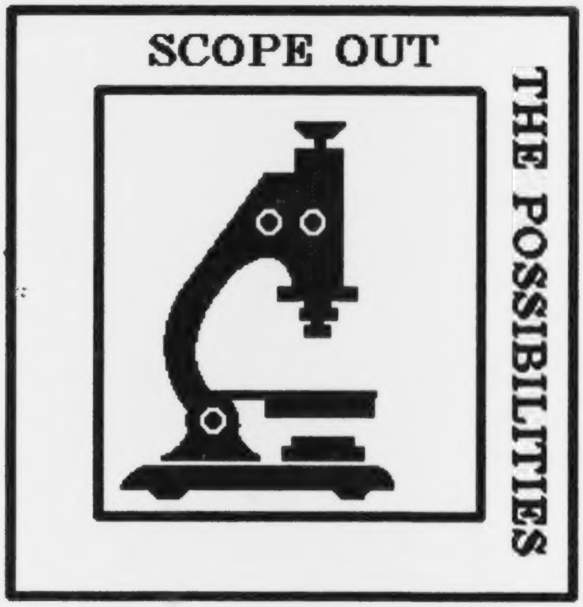
Allusions	Origin	Resource (s)
15. Wisdom of Solomon		
16. Damon and Pythias		
17. Davy Jones' locker		
18. dog in the manger		
19. cut the Gordian knot		
20. old as Methuselah		
21. between Scylla and Charybdis		
22. to meet your Waterloo		
23. Doubting Thomas		
24. a Judas		
25. a Jonah		
26. Shangri-La		
27. Adam's apple		

SOURCE: Jean Elder and Betty Gatchell
Putnam City HIgh School
(Used with permission)

SUGGESTED LIST OF ALLUSIONS

ANSWER KEY

Alusions	Origin	Resource(s)
1. Achilles' heel	mythology	Reader's Encyclopedia; An unabridged dictionary
2. Ananias	Bible	A Dictionary of Biblical Allusions in English Literature; Dictionary of Word Origins
3. Argus-eyed	mythology	Reader's Encyclopedia; An unabridged dictionary
4. jeremiad	Bible	Reader's Encyclopedia; An unabridged dictionary
5. Lilliputian	Gulliver's Travels	Reader's Encyclopedia; Dictionary of Word Origins; An unabridged dictionary
6. Midas touch	literature	Reader's Encyclopedia; An unabridged dictionary
7. a Samson	Bible	Reader's Encyclopedia; A Dictionary of Biblical Allusions in English Literature
8. a babel of tongues	Bible	A Dictionary of Biblical Allusions in English Literature; Reader's Encyclolpedia; Dictionary of Word origins; An unabridged dictionary
9. Falstaffian humor	Shakespeare	Reader's Encyclopedia; An unabridged dictionary
10. Hobson's Choice	history	An unabridged dictionary
11. Job's comforter	Bible	Reader's Encyclopedia; A Dictionary of Biblical Allusions in English Literature
12. a patient Penelope	Odyssey	Reader's Encyclopedia; A Dictionary of Classical Mythology
13. prodigal son	Bible	A Dictionary of Biblical Allusions in English Literature; An unabridged dictionary
14. Pyrrhic victory	ancient history	An unabridged dictionary
15. wisdom of Solomon	Bible	A Dictionary of Biblical Allusions in English Literature
16. Damon and Pythias	literature	Reader's Encyclopedia; Dictionary of Classical Mythology
17. Davy Jones' locker	legend	Reader's Encyclopedia; An unabridged dictionary
18. dog in the manger	Aesop's fables	An unabridged dictionary
19. cut the Gordian knot	legend & history	Reader's Encyclopedia; An unabridged dictionary
20. old as Methuselah	Bible	A Dictionary of Biblical Allusions in English Literature; An unabridged dictionary
21. between Scylla and Charybdis	Odyssey	Reader's Encyclopedia; An unabridged dictionary; Putnam's Concise Mythological Dictionary
22. to meet your Waterloo	history	Reader's Encyclopedia; An unabridged dictionary
23. Doubting Thomas	Bible	A Dictionary of Biblical Allusions in English Literature; Reader's Encyclopedia
24. A Judas	Bible	An unabridged dictionary; Reader's Encyclopedia; A Dictionary of Biblical Allusions in English Literature
25. a Jonah	Bible	Dictionary of Word Origins; A Dictionary of Biblical Allusions in English Literature
26. Shangri-La	mythology	An unabridged dictionary; Reader's Encyclopedia
27. Adam's apple	Bible	Dictionary of Word Origns; A Dictionary of Biblical Allusions in English Literature



DESIGNING GAMES FOR BIOLOGY REVIEW

GOAL: To involve students in reviewing concepts covered in an entire course by developing games about specific concepts.

SUGGESTED GRADE LEVEL(S): 10

LEARNER OUTCOMES:

Content Area	Information Skills
The student will: 1. Work independently and as a member of small and large groups. 2. Demonstrate a knowledge of basic concepts in biology. 3. Use basic process skills.	The student will: 1. Select topics for investigation. 2. Locate all types of materials in the media center or on their own. 3. Assess sources for validity and authority (by date and by source). 4. Select and use a variety of specialized science reference sources. 5. Use computer technology for information retrieval and as a learning tool.

INSTRUCTIONAL ROLES AND STRATEGIES

Teacher Responsibilities	Library Media Specialists' Responsibilities
1. Plan with library media specialist.	1. Plan with teacher.
2. Introduce unit.	2. Introduce science reference sources.
3. Assist students in locating sources and data.	3. Review validity and authority of sources.
4. Evaluate daily behavior resources.	4. Assist students in locating resources and data.
5. Assign points for student work.	5. Prepare bibliography if desired by teacher.
6. Evaluate the process and unit.	6. Evaluate bibliographies.
	7. Evaluate process and unit.

ACTIVITY: Using as many resources as possible, each student will construct a game to review the concepts studied in one of the units of this course following the procedure in the handout sheets.

ASSIGNMENT SCHEDULE FOR GAME

WEEK	ASSIGNMENT DUE	POINTS
1	Subject chosen	5
2	Outline of material to be covered, bibliography, objectives, and questions in rough draft.	30
4	General outline of rules and instructions for playing game. Materials list needed.	20
6	Game submitted to class for "fine tuning"	30
7	Game turned in for final evaluation (This includes the outline, bibliography, rules, instructions, and test.)	15

POSSIBLE SUBJECTS FOR GAME

1. Parts of a Plant.
2. Physiology of Plants.
3. Taxonomy.
4. Cellular Biology.
    a. name of organelles.
    b. function of organelles.
5. Organ System of the Human Body.
6. Genetics.
    a. biochemical (DNA & RNA).
    b. cellular (Meiosis/Mitosis).
    c. population (Mendalian).
7. Ecology.
8. Processes of Science.
9. History of Science.

HINTS FOR DESIGNING A GAME

1. Think of games you enjoy and pattern your game after one of them.

2. Test out ideas on friends, family, and classmates.

3. Brainstorm your idea; that is, jot down several ideas and develop the most promising.

4. Pick an area of interest (to you).

5. Make a calendar of deadlines and goals.

6. Materials you might use include cardboard, PlayDough, dice, play money, cards, etc. Browse though a hobby store for other ideas.

RULES

		POINTS
1.	Three or more people must be able to play.	5
2.	Must be able to complete game within 45 minutes.	10
3.	A bibliography must accompany your game.	5
4.	Must be a minimum of seventh grade reading level and a maximum of tenth grade reading level.	5
5.	Must be accompanied by a typed set of instructions.	10
6.	Must hold the interest of the players.	5
7.	Must be evaluated using the attached evaluation form by four people.	10
8.	Must look professional.	10
9.	Appropriate attitude while working on this project must be maintained.	10
10.	Information used in the game must be accurate.	15
11.	A list of five objectives must accompany the game.	5
12.	Ten questions over the information presented in the game must be written (with answers).	10
		100

NOTE: COMPUTER AND TRIVIA GAMES ARE ACCEPTABLE ONLY WITH PRIOR PERMISSION OF TEACHER. LIMIT OF ONE EACH PER CLASS.

EXPLANATION OF GAME RULES

1. *Player number should be from 3 to 24 players.*

2. *This time includes setup time. No loss of points if the game is finished in less than 45 minutes.*

3. *At least three sources of information must be documented in the bibliography. Source cards may be used. If questions are asked while playing the game, document each question by listing the source and page number. The form for the bibliography is the one we used earlier this year.*

4. *The use of a seventh-to-tenth grade level book is advised. Refrain from using HIGHLY technical terms, unless it is defined in the game. You may "develop" your own "game language" without penalty.*

5. *Instructions and rules of play should be typed, single spaced, and numbered in order of use. The rules and instructions should be submitted in a folder.*

6. *Try to make the game interesting and fun. Would you want to play it?*

7. *Each game will be evaluated by the students in Biology I. The average of their scores will determine your points. Only the average of the first four questions will be used. Biology I students will not know who designed the game.*

8. *The game must look professional. If it is a board game, use heavy-duty cardboard beneath poster board. Covering the board with clear contact paper is advised, but not necessary. The pieces of the game must be easily made and/or replaced. Art work should be neat. The art teacher will help you if needed. A box to hold the pieces of the game must accompany the game.*

9. *Attitude must be acceptable. A daily grade will be taken on behavior. The average of these grades will determine your points.*

10. *The information presented in the game must be accurate and complete. You can develop inferences and conclusions not specified in a book, but the data must be supported by data presented in your bibliography.*

11. *An objective tells what you expect the student to learn when playing your game. This will be explained in more detail by your teacher.*

12. *Ten quiz-type questions with answers on a separate page are to be submitted. They must pertain to the information presented in the game, not to the game rules or instructions. Document your questions with a source and page number.*

EVALUATION OF THE GAME

TITLE OF THE GAME: ____

	HIGH				LOW
1. I gained information about biology while playing this game.	5	4	3	2	1
2. The game was interesting.	5	4	3	2	1
3. Game was easily understood.	5	4	3	2	1
4. Game was easily played.	5	4	3	2	1
5. My prior knowledge in this area is	5	4	3	2	1

TRUE/FALSE

6. I played the game more than once.	T	F
7. If yes, did your ability improve?	T	F
8. Game was too "babyish."	T	F
9. Game was too hard	T	F

10. How long did it take you to play the game? ______________________________

11. What grade are you in? ______________________________

12. The object of the game was to ____

____.

BIBLIOGRAPHY

Audubon Society Encyclopedia of Animal Life. John Farrand, Jr. Crown, 1982. $19.95
Heavily illustrated, one-volume, natural history encyclopedia updated by authorities from the seven-volume World or Nature series.

Audubon Society Nature Guides. Knopf, 1985. 7 Vol. $14.95 each pa.
Flora, fauna, geology, and climate for seven regions of the U.S.

Breakthroughs: A Chronology of Great Achievements in Science and Mathematics 1200-1930.
Claire L. Parkinson. G. K. Hall, 1985. $29.95.
Cites and discusses significant discoveries and links them to antecedent and later developments; grouped by year or short historical periods.

The Cambridge Encyclopedia of Life Sciences. Adrian Friday and David S. Ingram, eds.
Cambridge University Press, 1985. $45.
Balanced current survey in a single volume integrates information about cells, organisms, natural environments and evolutions.

The Concise Dictionary of Science. Robin Kerrod. Arco, 1985. $11.95.
Covers physical sciences for lay readers.

Concise Science Dictionary. Oxford University Press, 1984. $22.50.
7,000 entries cover all areas of science.

Dictionary of Animals. Michael Chinery. Arco, 1984. $17.95.
Brief information and excellent illustration on over 2,000 species prepared for younger readers.

Dorland's Illustrated Medical Dictionary. 26th ed. Saunders, Distributed by Holt, 1981. $35.95 text ed; $39.95 indexed; $60 deluxe ed.
Leading medical dictionary prepared for professional use.

The Encyclopedia of the Biological Sciences. Peter Gray. 2nd ed. Krieger, 1982. (Reprint of 1967 ed.) $55.
800 articles dealing with terms and topics from all biological sciences.

The Encyclopedia of Birds. Christopher M. Perrins and Alex Middleton, eds.
Facts On File, 1985. $35.
Dazzling photographs, 180 families of birds the world over; discusses habits, habitats, etc.
ALA Outstanding Ref. 1985.

Encyclopedia of Mammals. David MacDonald. Facts On File, 1984. $45.
Table of contents and extensive index will aid in finding needed information on 4,000 species.

Gray's Anatomy of the Human Body. 30th American ed. Lea & Febiger, 1984. $68.50.
Authoritative reference which undergoes frequent revisions.

Human Body on File. Diagram Group. Facts On File, 1983. $145.
Reproducible pages in loose-leaf volume on human anatomy and physiology.

The Living Planet: A Portrait of Life on Earth. David Attenborough. Little, 1985. c. 1984.

McGraw-Hill Concise Encyclopedia of Science and Technology. McGraw-Hill, 1984. $95.
Abridged from the multi-volume encyclopedia.

McGraw-Hill Dictionary of Scientific and Technical Terms. 3rd. ed. McGraw, 1984. $74.50.
Definitions for more than 100,000 terms in current use.

McGraw-Hill Encyclopedia of Science and Technology. 5th ed. McGraw, 1982. 15 Vol. $1100.
Prepared for high school and undergraduate students, this set covers all areas of science and technology.

The New Book of Popular Science. Grolier, 1984. 6 Vol. $149.50+s
Six-volume set is organized by broad categories. It includes projects and experiments.

Oxford Illustrated Encyclopedia, Vol. 1: The Physical World. Vivian Fuchs. Oxford, 1985. $35.
First 2 volumes in 8-volume series. Brief unsigned entries with numerous illustrations designed for nonspecialists.

Oxford Illustrated Encyclopedia, Vol. 2: The Natural World. Malcolm Coe. Oxford, 1985. $35.
First 2 volumes in 8-volume series. Brief unsigned entries with numerous illustrations designed for nonspecialists.

The Prentice-Hall Dictionary of Nutrition and Health. Kenneth Anderson, ed. Prentice-Hall, 1985. $13.95. $9.95 pa.
Clarifies confusing terminology used in health, food production, government and research fields.

Science: It's History and Development Among the World's Cultures. Facts on File, 1983.

Sirs Science. Sirs Inc., 1985. $300/set; $70/Vol.
Loose-leaf format, to be updated annually, volumes cover earth, physical, life, medical and applied sciences.

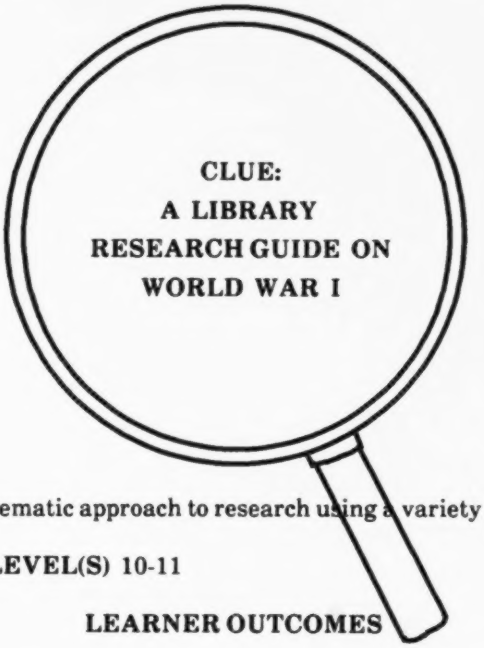
Van Nostrand's Scientific Encyclopedia. 6th ed. Van Nostrand Reinhold, 1984. $107.50; 2 Vol. ed. $139. 50.
Authoritative one-volume encyclopedia covers all areas of physical science, mathematics and technology.

The Way Things Work Book of the Body. Simon & Schuster, 1979. $18.95.
Excellent volume emphasizes how the body works, rather than how it is assembled.

World Book Illustrated Home Medical Encyclopedia. World Book, 1984. 4 Vol. $32.95/set.
Volumes include symptoms, first aid, health and the body.

EVALUATION: By cumulated points. 150 total possible.
Assignments completed as scheduled--possible: 30
Rules (points for completed game)--possible: 100
Evaluations by students--possible: 20

SOURCE: Karen Bullock
Tuttle High School
(Used with permission)



CLUE:
A LIBRARY
RESEARCH GUIDE ON
WORLD WAR I

GOAL: To provide a systematic approach to research using a variety of reference sources.

SUGGESTED GRADE LEVEL(S) 10-11

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will: 1. Analyze the major political, economic and social events which led to American involvement in World War I. 2. Examine the effects of World War I. 3. Develop problem-solving and critical-thinking skills.	The student will: 1. Select topics for investigation. 2. Devise a "key word" search strategy for a research problem. 3. Select and use a variety of specialized reference tools. 4. Use an accepted system for organizing notes. 5. Proofread, rewrite. 6. Record useful information for preparing bibliographies. 7. Credit sources used.

ACTIVITIES:

1. The student will complete the following packet, culminating with a written report.
2. Teacher may assign small group follow-up activities.

RESOURCES: Books, Reference collection, periodicals, audiovisual production supplies.

EVALUATION: Students will be given total point value for the packet, bibliography and for the small groups projects, if assigned. Students will assist in determining grading criteria for the small group projects.

SOURCE: Teresa J. Hamilton
West Mid-High, Norman

The following guidelines are offered as a systematic procedure for solving the mystery of effective library research. Complete each step before proceeding to the next. You will be graded on how well you follow these instructions as well as on your final paper.

Clue 1

Select a topic related to World War I and write it below.

____

____

____

What are three questions concerning your topic that your research will help you answer?

1. ____

____

2. ____

____

3. ____

____

Clue 2

The card catalog and library reference materials use a consistent set of **key words** or **subject headings** to locate information. As a researcher (detective), you must determine which key words are used for your topic. Reread your topic selection carefully and underline possible key words. Write these words or phrases below.

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

These words or phrases are called "entries" or "citations" and they designate the "title" of articles (or the word you look up) in reference books.

Clue 3

Look up the words you have listed above in an encyclopedia index. Circle each key word you find in the encyclopedia index. Which encyclopedia index did you use?

____

____

If you do not have 3 key words circled, see your teacher.
If you have 4 or more key words circled, go to Clue Four.

Clue 4

Refine your topic and rewrite it as a thesis statement. Refer to your English grammar handbook if necessary.

____

____

____

Have your teacher approve your statement before continuing. ____________________
Initials

Clue 5

Frequently, finding information is like solving a mystery because a lot of clues have to be followed to lead you to all possible information. Words in addition to those in Clues 2 and 3 might lead you to more information. Include words or phrases given as cross-references in the encyclopedia indexes or card catalog. (Refer to Clue 3.)

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

Clue 6

Introduce yourself to the librarian. If you have a question about the library or need assistance on Clues 6-11, ask for her/his assistance. You may be surprised at how helpful she/he can be.

Librarian's signature ____

Clue 7

Types of reference books found in libraries include fact books and almanacs, encyclopedias and dictionaries, handbooks and manuals, biographical sources, atlases, and indexes. To discover the information which can be found in each type of reference, complete the activities in A-F.

A. Fact books and almanacs (example: *World Almanac* or *Guinness Book of World Records*). Find one fact about your subject in *World Almanac* or another fact book. The index in the **front** of *World Almanac* may help you. Write the fact, source, and page number below.

FACT: ____

SOURCE: ____

PAGE: ____

B. Encyclopedias and dictionaries (example: *World Book Encyclopedia* or *Roget's Thesaurus*). Using *Roget's Thesaurus* (or a similar type book), look up two key words or subject headings. Write the original two words and two **synonyms** for each in the spaces below.

____________________ ____________________ ____________________

____________________ ____________________ ____________________

C. Handbooks and manuals (example: *A Manual for Writers of Term Papers, Theses and Dissertations* [Turbian], *Oxford History of the American People*, or *Bartlett's Familiar Quotations*). Using *Bartlett's Quotations* (or a similar book of quotations), find and write down one quote about your topic. Be sure to state the name of the person whose quote you selected, the source and the page number.

QUOTE: ____

SOURCE: ______________________________ PAGE: ____________

D. Biographical sources (example: *The Babe Ruth Story* or *Webster's American Biographies*). Using *Webster's American Biographies* (or similar biographical reference), discover which of the following persons have some connection with World War I. Note a fact and page reference for each.

Franklin Roosevelt

Source: ____________________

Fact: ____________________

Lloyd George

Source: ____________________

Fact: ____________________

Edith Wilson

Source: ____________________

Fact: ____________________

Herbert Hoover

Source: ____________________

Fact: ____________________

Henry Cabot Lodge

Source: ____________________

Fact: ____________________

John J. Pershing

Source: ____________________

Fact: ____________________

Will Rogers

Source: ____________________

Fact: ____________________

Jane Addams

Source: ____________________

Fact: ____________________

Col. House (Edward Mandell House)

Source: ____________________

Fact: ____________________

E. Atlases (example: *Shepherd's Historical Atlas* or *American History Atlas*). Using an historical atlas such as *Shepherd's Historical Atlas*, find a map related to your topic. Write the title of the source, the page number of the map, then explain how you found it.

SOURCE: ____________________ PAGE: __________

____

____

____

F. Indexes (example: Card Catalog or *Reader's Guide to Periodical Literature*).

1. List one book from the card catalog that has information on your subject. Give the call number and bibliographic information (title, author, publishing place, publishing company and copyright date).

____

____

2. Using the *Reader's Guide to Periodical Literature*, write the bibliographic information for three magazine articles which deal with the subject you have chosen. For each magazine, state all pertinent information (title of article, magazine title, author [if given], volume number, page numbers, date). Do not abbreviate your answers. Refer to the bibliographic form in your English grammar textbook.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

G. Check out one book, non-fiction or fiction, on the subject of your paper from this library. Write the title and author below.

____

Library aide's signature ______________________________

H. Using the clues in Activities A-G, read about your subject in one of the references listed. Then, in a short paragraph, state three major ideas that you learned about your topic. (Indicate where you obtained your information.)

____

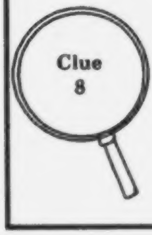
____

____

____

____

Show your teacher what you have done so far. Do not go on without a teacher's signature.



____
Signature

Clue 9

Reread your topic and select at least three main ideas that are to be included in your final paper. Refer to Clues 1 and 6 for help. List these ideas below.

1. ____
____

2. ____
____

3. ____
____

Clue 10

Make a separate page of notebook paper for **each** of the main ideas listed above. Write the main idea at the top of each separate page. You will take notes on these pages. **Only information that applies to the specific idea should appear on that page.** (Hint: These will be the three points covered in your paper.)

Clue 11

Title another page of notebook paper "Bibliography." Refer to Clue 6 and list on that page all the references you have used thus far in this mystery packet. Refer to the "Bibliographic Form Sheet" for proper format.

Clue 12

Show your teacher what you have done so far. **Do not** go on to Clue 13 without a teacher's signature.

____
Signature

Clue 13

Begin reading and taking notes on your topic. Organize your notes by writing them on the appropriate note page.

KEEP A BIBLIOGRAPHY AS YOU GO!!!!

The first thing you should do when you find a book with information on your subject is **WRITE DOWN THE COMPLETE BIBLIOGRAPHIC INFORMATION IMMEDIATELY!**

Clue 14

Write a rough draft for your paper. Reread the rough draft for errors in organization, spelling, punctuation and usage. Make the necessary corrections.
See your teacher. Do not go on without a teacher's signature.

____
Signature

Clue 15

Using your rough draft as a guide, write your final paper. This copy should be in ink and written only on one side of the paper.

Clue 16

Using your "Bibliography" page compile your final bibliography. Use the bibliographic form from your English grammar textbook or the style manual preferred by your teacher.

Clue 17

Organize your paper in the following order:

A. Title page
   - Name of report
   - Student's name
   - Class period
   - Date

B. Blank page
C. Final paper (in ink).
D. Bibliography (in ink and proper form).

Clue 18

Your paper will be graded on the items listed below:

I. Clue: Library Research Guide------------------------100 possible

II. Final paper

A. Title page--10

B. Blank page--5

C. Report--50
   1. Ideas
   2. Organization
   3. Wording
   4. Flavor
   5. Punctuation
   6. Usage
   7. Spelling
   8. Handwriting

D. Bibliography--30
   1. In alphabetical order
   2. In proper form
   3. In ink
   4. Number of references

E. Organization of packet--5

100 possible

Clue 19

Hand the whole thing in! Include these guide sheets.

The packet may be adapted to any discipline by adapting the wording in Clues 1 and 7-D.

Small Group Follow-Up Activity

Research and present to the class on one of the following World War I subtopics. Document your work with a group bibliography.

I. **The Music of World War I:** 2-3 people
Put together a list of songs from the World War I period. Write out the lyrics to the songs so that they can be copied and distributed in class. If you can find copies and/or tapes of these songs, it would be great to listen to them in class. You might want to lead the class in a sing-along. Remember, document your work! (You might want to get your choral teacher to help.)

II. **War Machines:** 2-3 people
Report to the class on war machines. Find pictures, drawings, and descriptions of new technological advancements in weaponry from the period around World War I. Don't forget to explain how these weapons worked and what they were meant to do.

III. **Interview:** 2 people--Walter Cronkite interview
1 person--Write newspaper article
You are an ace reporter for *The New York Times*. Your assignment is to interview one of the important people involved in the political situation in Europe before, during, or after World War I (1912-1919). Stick to historical facts, good organization of thoughts and lively questioning.

IV. **War Game:** 2 people
You are an American general in France. Your men have just arrived at the Western Front. Design a plan of battle against the Germans, who have strong defensive positions with plenty of guns and ammunition. Where would you attack? With how many men? How long would your attack take, and how many men would you lose? Be sure to think about these questions and incorporate them into your attack plan. Draw up your battle plans and make the presentation to the class.

V. **The Economy:** 2-3 people
You are economic advisors to the President. If the U.S. goes to war, how will it affect our economy? What goods and services (both for fighters and for the home front) will we need? What goods will need to be rationed? Design a plan to meet our material needs. Helpful Hint: How did we meet the war needs during World War I? Report your finding to the class. You might want to make charts.

VI. **Media Campaign:** 2-3 people
From 1914 to 1917 the Americans remained "neutral in fact as well as in name" while the war raged in Europe. After 1917 it was clear that we could no longer remain neutral. You represent a Madison Avenue public relations firm. Using the media available in 1917, design a public relations campaign with the intention of gaining support for the war effort. Present your efforts to the class. Use poster boards, slogans, etc.

MYSTERY:
SIMULATING THE HISTORIAN'S OR BIOGRAPHER'S TASK

GOAL: To provide students in U.S. or Oklahoma history with opportunities to translate research about historical persons or events into simulated primary source documents and histories or biographies.

EMPHASIS GRADE LEVELS: 9-11

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will:	The student will:
1. Analyze social and political events.	1. Learn the use of specialized indexes.
2. Express concepts and ideas with clarity in written and verbal forms.	2. Become fairly independent users of various types of reference books.
3. Develop problem-solving and critical-thinking skills.	3. Compare sources noting different points of view.
4. Analyze primary resource information relating to historic events.	4. Evaluate presentations from criteria developed beforehand.
	5. Assess sources for validity and accuracy.
	6. Recognize and use both primary and secondary sources of information.

ACTIVITY:

Each group of students will select a historical event or a specific historical period such as the Oklahoma Land Run of 1889, the Mayflower Crossing, the Selma March, the Assassination of Lincoln, or Crossing the Santa Fe Trail. Each group will then create a set of documents (simulated primary sources) after library research on the period or person. The class may be searching for the same or different event, period or person. These documents will then be used to write a short historical account or a biography.

Step 1. Research competition: This activity creates an atmosphere of excitement in the use of the library. Before going to the library, a teacher will divide the class into teams. Normally, teams of five to six work most efficiently. Explain that the team members will compete with other teams in locating sources and/or information about famous persons or events. Distribute bibliographic forms and a set of questions students are to answer. Each team captain will submit a list of sources (in correct bibliographic form) and notes at the conclusion of the search.

Step 2. Documents: Using the research from Step 1, students will create simulated documents: letters, diaries, newspapers, documents, television or radio news stories.

a. Letters: Write a letter to a relative who lives in a distant state or country from the point of view of a historical character. After the opening greetings of the letter, describe events as though you are an eyewitness or participant. The descriptions should be as vivid and detailed as possible (e.g., an eyewitness account from a person sitting in the Ford Theatre on the night President Abraham Lincoln was shot).

Diaries: Prepare several pages of entries as though you were traveling, thus describing such events as a tour of the Cherokee Nation as a government agent during the years following the Civil War; a child traveling in a covered wagon to participate in the Run of '89; or a soldier enlisted to participate in the Lewis and Clark Expedition.

Newspapers: Prepare a newspaper as it would appear during the time period being studied. As a team project, you may divide the sections of the newspaper such as the front page, an editorial, a feature page, etc., among the members.

Original Documents: Create "original" documents such as wills, birth certificates, deeds, contracts or other legal papers. Special effects may be considered (i.e., burning the edges of papers, water staining them with tea or using an iron to scorch to create an "older" document).

b. Television or Radio News Reports: One student will play the part of a news reporter while the others role-play witnesses or participants involved in a newsworthy event. Presentations to the class will consist of two- to four-minute news reports. **These may be made only if historically appropriate.**

Notes to the Teacher: Students will research the event/person using primary sources when possible. Depending on the ability of the group, teams will either prepare for an extemporaneous news report or prepare a script in advance. If the library has video equipment, the librarian may tape students or train students to record each group's presentation to be played back for the entire group to view. Following the presentations, viewers may be assigned to write brief reports of the news events. The teacher may also wish to lead a discussion regarding the presentation and the viewpoints offered by the news reporter and witnesses/participants.

The evaluation of the presentations should include consideration of the performances of each member as well as the content presented.

Step 3. From the documents created in Step 2, each group will write a short historical account or biography. Lively writing should be encouraged. Groups may be asked to exchange documents for this activity. Simulated sources may be quoted or used as illustrations.

TEACHING ROLES AND/OR STRATEGIES:

Teacher	Library Media Specialist
1. Plan with library media specialist.	1. Plan with teacher.
2. Introduce unit/activity.	2. Introduce specialized sources.
3. Introduce/review primary and secondary sources.	3. Review bibliographic citations.
4. Assist students with research and notetaking.	4. Assist students with research and notetaking.
5. Evaluate research competition.	5. Evaluate simulated documents according to criteria established with students in advance.
6. Evaluate histories/biographies (perhaps with help of English teachers).	6. Evaluate histories/biographies (perhaps with help of English teachers).

EVALUATION:

Of Research Competition Scoring: 2 points for each secondary--3 points for each primary source; maximum 20 points. 1-20 points for notes.

Announce winners the following day in class. You may wish to grade this activity as follows: 36/40A; 32-35/B; 28-31/C; 24-2-7/D. Individual effort observed during the library activity may be added to the grade. Discuss search strategy and the types of sources as well as information found about the people and events.

Of Simulated Documents: After classroom discussion of primary and secondary sources, criteria will be developed by the class for each type before document creation begins.

Of Histories and Biographies: Guidelines will be developed by the class under the supervision of the teacher.

SOURCE: Janie Kirt
West Mid High School
Norman, Oklahoma

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Resources for

Finding Biographical and Historical Information

I. Biographical tools give information in fact or essay form about specific people.

Webster's American Biographies--brief alphabetical listing of significant people in American history.

Great Personalities--news stories of famous people from *The New York Times* (microfiche form).

Who's Who in American History--short biographies of significant people in American history, plus other facts relating to American history.

Concise Dictionary of American Biography--short biographies of famous Americans including their contributions to American history.

Dictionary of American Biography--long essays on people (primarily men) who made significant contributions to American history. (Original set includes only persons who died before 1950.)

Notable American Women--long essays on American women; compliments *Dictionary of American Biography*.

II. Periodicals.

American Heritage Magazine--separate indexes are available for *American Heritage Magazine* 1964-1974. Later issues are indexed in *Reader's Guide*.

Chronicles of Oklahoma--(Check both separate indexes and index for each volume in winter issues.)

Oklahoma Today--not indexed.

III. Fact books have brief statistical or factual information.

Famous First Facts--alphabetical listing by subject of famous firsts.

World Almanac--book of short facts on a wide range of topics, comparative statistics in tables and charts. Indexed in the front of the book.

Statistical History of the U.S.--comparative statistics from colonial times to the present.

IV. Documents/Primary Sources--original, official, or legal papers from colonial times to the present.

The Annals of America--original articles, speeches, letters, songs, and documents from American history.

Great Events--important events as recorded in *The New York Times* (microfiche).

Documents in American History--complete copies of hard-to-find documents throughout American history.

The Album of American History--photos, cartoons, and other pictorial archives arranged chronologically.

V. Card Catalog--subject headings refer to books in the library collection.
Examples:

Oklahoma--History
U.S.--History (arranged chronologically)
Names of individuals
Indians of North America
Names of specific events

VI. Vertical File

BLACKS IN LITERATURE

GOAL: To introduce students to the work of black playwrights, poets and novelists, and to the social conditions which influence their work.

SUGGESTED GRADE LEVEL(S): 10, 11

LEARNER OUTCOMES

Content Area: English, Social Studies	Information Skills
The student will:	The student will:
1. Recognize the chronological development of American literature, and its reflection of historical background and social attitudes.	1. Select topics for investigation.
2. Read American drama and novels and recognize plot, character, setting and theme.	2. Locate all types of information in the media center.
3. Recognize the major forms of poetry.	3. Locate and use sources of artistic and/or literary criticism.
4. Write a short report or essay documented with a bibliography.	4. Select and use a variety of specialized reference sources.
5. Develop library skills.	5. Credit sources used.
6. Demonstrate critical and analytical skills in written evaluation of literature and media.	

ACTIVITIES:

After class reading and discussion of *A Raisin in the Sun* each student will select and contract with the teacher to complete one of the follow-up activities below:

1. Read one three-act play or three one-act plays and report.
2. Write a script for a one-act play.
3. Draw the set for "Raisin" (poster board)
4. Design a three-dimensional set for "Raisin."
5. Read *To Be Young, Gifted, and Black* (biography of Hansberry) and report on it in a creative format.

6. Report on black family life.
7. Read the play version of *Lilies of the Field* and report on it.
8. Report on apartheid (South Africa).
9. Report on two black playwrights, poets, or authors other than Hansberry.
10. Report on two black movie stars.
11. Report on the book *Roots*.
12. Read two short stories about blacks.
13. Read eight black poems
14. Report on some aspect of civil rights-race riots, Black Panthers or other militant black groups, Martin Luther King, Southern Christian Leadership Conference (nonviolence), current civil rights issues.

Some Black Authors

Leroy Jones
James Baldwin
Ralph Ellison
Langston Hughes
Diane Oliver
Richard Wright
Gwendolyn Brooks
Lorraine Hansberry
Nikki Giovanni
Alex Haley
Maya Angelou

Chinua Achebe
Ozzie Davis
Jean Toomer
Paul Lawrence Dunbar
Countee Cullen
Robert Hayden
Ed Bullins
Gordon Parks
James Weldon Johnson
Arna Bontemps

RESOURCES: Plays, individual and collective, poetry collections; novels; biographies; literary history and criticism; and social history in addition to the specific titles below.

Bennett, Lerone. *Before the Mayflower: A History of Black America.* Johnson Publishers. Rev. ed. Penguin, 1984.

Berry, F. *Langston Hughes, Before and Beyond Harlem.* Lawrence Hill, 1983.

The Black American Reference Book. ed. by Mabel M. Symthe. Prentice-Hall, 1976.

The Black Americans: A History in Their Own Words, 1619-1983. ed. by Milton Meltzer. Crowell, 1984.

Black Sisters: Poetry by Black American Women, 1746-1980. Indiana University Press, 1981.

Bontemps, Arna. *100 Years of Negro Freedom.* Greenwood, 1980, c. 1961.

Brooks, Gwendolyn. *Selected Poems.* Harper, 1965.

Cullen, Countee. *On Thee I Stand: An Anthology of the Best Poems of Countee Cullen . . .* Harper, 1948.

Davis, Ozzie. *Escape to Freedom: A Play About Young Frederick Douglass.* Viking, 1978.

Davis, Ozzie. *Langston, A Play.* Delacorte, 1982.

Douglass, Frederick. *The Mind and Heart of Frederick Douglass: Excerpts From Speeches of the Great Negro Orator.* Crowell, 1968.

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Hart, James D. *The Oxford Companion to American Literature.* 5th.ed. rev. and enl. Oxford, 1983.

Haskins, J. *Black Theater in America.* Crowell, 1982.

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I Am the Darker Brother: An Anthology of Modern Poems by Negro Americans. Macmillan, 1968.

Katz, William Loren. *The Negro in American History.* 3d ed. Pitman, 1974.

Moore, Jack B. *W. E. B. DuBois.* Twayne, 1981.

My Black Me: A Beginning Book of Black Poetry. Dutton, 1974.

The Negro Almanac: A Reference Work on the Afro-American. 4th ed. Wiley, 1983.

The New Oxford Book of American Verse. chosen and ed. by Richard Ellman. Oxford, 1976.

The Poetry of the Negro, 1746-1970: An Anthology. ed by Langston Hughes and Arna Bontemps. Rev. ed. Doubleday, 1970.

Poetspeak: In Their Work, About Their Work: A Selection by Paul B. Janeczko. Bradbury, 1983.

Robeson, S. *The Whole World in His Hands: A Pictorial Biography of Paul Robeson.* Citadel, 1981.

Sitkoff, H. *The Struggle for Black Equality, 1954-1980. Hill and Wang, 1981.*

EVALUATION: Contracts will be arranged with the teacher. Point values will be determined for each activity. Accuracy of written and spoken English will be emphasized.

SOURCE: Scherie Hall

AMERICAN HISTORY--CIVIL WAR

GOAL: To explore through inquiry the issues of the Civil War.

SUGGESTED GRADE LEVEL(S): 10-11

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will: 1. List the causes of the Civil War. 2. Identify the military strategies and conduct of the war. 3. Discuss the political, social, and economic aspects of the war. 4. Analyze the outcome of the war.	The student will: 1. Distinguish between factual and biased writing. 2. Select and use specialized reference materials to develop and support research and select data bearing on a specific problem. 3. Paraphrase or summarize information using more than one source. 4. Prepare a detailed report using a media approach.

ACTIVITIES:

1. Complete the "Civil War Pretest" as a timed activity to discover useful biographical resources. View introductory film.
2. Conduct "Sectionalism" game.
3. Find the answers to "Finding Facts."
4. Complete an independent study project.

RESOURCES: See "Selected Sources for Finding American History Facts."
"The Civil War" 16mm film 16 minutes/color Britannica Inc.

EVALUATION: Assign points on a weighted scale to each activity and to each independent study assigned. The grade would be determined by the points attempted and quality of work. Teacher or library media specialist should check for understanding of issues and the research skills displayed. The library media specialist will evaluate resources used for the independent research activities.

SOURCE: Something For Youth and Media Project
Norman Public Schools

CIVIL WAR UNIT

Time Schedule

	DAY	
Assignments	1	Introduction activity, film, independent study
	2	Library skills activity
	3	Introduce game and hand out study questions (due day 8)
Simulation--Congress	4	Research and preparation for Congress
Causes of the Civil War	5	Choose independent study topics
	6	
	7	Congress
	8	Congress wrap-up, review causes Take up study questions
Independent Study Work	9	One-half to library for research
Study Questions	10	One-half work on study questions
	11	Lecture, chart, comparing North and South
	12	Lecture, filmstrips
	13	Study questions, report to teachers on independent study project
	14	Finish lecture on the conduct of the war
	15	Small group activity, end of the war Tape research
	16	Small group presentation Taped presentation
	17	Review Turn in independent study projects
	18	Test

CIVIL WAR UNIT

DAY 1

(Teacher-directed)

ACTIVITY, 1: The students will participate in a class activity entitled "What Do You Know About the Civil War?" as an informal pretest and view a film for an introductory overview of the Civil War.

TEACHING STRATEGIES: Use an overhead projector. Select a student to be the recorder. Open the discussion by telling students to call out, one at a time, words or short phrases which they know about the Civil War.

(Brainstorming)

After the list is completed, guide the discussion to show how elements on the list might be put in categories such as: causes, the conduct of the war, end of the war, and implications of the war.

(Knowledge level: record, list, recall)

TIME: Approximately 20 minutes.

Show the 16mm film The Civil War: An Overview. Give each student an outline to fill in as the film progresses. The outline should be written to develop the comprehension level of learning.

(Comprehension level: restate, describe, explain, report)

The outline may be required as a daily assignment.

TIME: Approximately 30 minutes.

Library-Media Resources Used:

1. Overhead projector
2. 16mm film and projector

Skills: Use of nonprint materials.
Variety of learning styles:

1. Hearing
2. Seeing
3. Speaking
4. Writing
5. Structured to complete in one class period.

Reading Assignment: Textbook

DAY 2-5

Sectionalism Game (Student-directed)

ACTIVITY 2A: The students will participate in a simulation which will introduce and explore the issues of sectionalism which led to the Civil War.

TEACHING STRATEGIES: Divide the class into three equal groups representing the North, South, and West in the 1820's. Hand out material to each section including the three proposed laws. Have each group read and discuss the rules and scoring procedures.

Each sectional group will be required to research the lives and leadership of:

NORTH--Daniel Webster
SOUTH--John C. Calhoun
WEST--Henry Clay

(All cognitive learning levels will be reached during this activity)

Knowledge: factual information about the sections of the country.

Comprehension: understanding of the differences between the three sections.

Application: demonstrate knowledge and understanding through Congress.

Analysis: to see the various elements which comprised the sectional differences: compare and contrast.

Synthesis: to plan or write laws which will benefit each section.

Evaluation: to decide upon the issues which became the causes for the Civil War

TIME: Approximately 3-5 days

Library-Media Resources Used:

1. Biographies
2. Encyclopedias
3. Periodicals (*American Heritage, American History Illustrated, Civil War Times*)
4. Atlases

SKILLS:

1. Locating and organizing information.
2. Selecting the most appropriate resources.

DAY 6

Wrap-up--Causes of Civil War

ACTIVITY 2B: The students will participate in a class discussion to process the information acquired during the simulation exercises.

TEACHING STRATEGIES: Prepare a teacher-presented lecture which capsulates the major causes of the Civil War. Students should add this information to class notes.

(All cognitive levels)

TIME: APPROXIMATELY 15 MINUTES

ACTIVITY 2C: The student will hear a teacher-presentation which provides an overview of the conduct of the Civil War. Students should add this information to class notes.

TEACHING STRATEGIES: Prepare a teacher-presented lecture which provides an overview of the events of the war from 1861-1865. Give each student an outline desk map to fill in as the teacher provides details on an overhead transparency.

(Knowledge level: record, list, recall)

TIME: Approximately 40 minutes.

Library-Media Resources Used:

1. Overhead projector
2. Transparency

SKILLS:

1. Note-taking
2. Listening for details
3. Map locations

CIVIL WAR PRETEST

Directions to the students:Place a T for true if you know these people were involved in the Civil War in some way and F for false if these people were not involved in the Civil War in any way.

George Custer ________
Jefferson Davis ________
Varina Howell Davis ________
Dorothy Dix ________
Abner Doubleday ________
Stephen A. Douglas ________
Frederick Douglass ________
Daniel Emmett ________
John Ericsson ________
Edward Everett ________
David Farragut ________
Nathan B. Forrest ________
Barbara Frietchie ________
William Lloyd Garrison ________
Ulysses S. Grant ________
Horace Greeley ________
Rose O'Neil Greenhow ________
William Gregg ________
Cornelia Hancock ________
John Hay ________
Oliver Wendell Holmes, Jr. ________
Sam Houston ________
Julia Ward Howe ________
"Stonewall" Jackson ________
Andrew Jackson ________

Robert E. Lee ________
Abraham Lincoln ________
Thaddeus Lowe ________
James Russell Lowell ________
George McClellan ________
George Meade ________
John Hunt Morgan ________
John Mosby ________
Samuel Mudd ________
James Pettigru ________
Joseph Pulitzer ________
Edmund Ross ________
Dred Scott ________
William H. Seward ________
Philip Sheridan ________
William T. Sherman ________
Edwin Stanton ________
Harriet Beecher Stowe ________
James E. B. Stuart ________
Charles Sumner ________
Roger Taney ________
Harriet Tubman ________
Molly Tynes ________
Lewis Wallace ________
Walt Whitman ________

ACTIVITY 3:

FINDING FACTS

Directions: Answer each question and give the title and page number of the source you used.

1. Find a map showing underground railroad routes.

   Answer____________________

   Source____________________

2. Who was Lincoln's Secretary of State in his first term and his second term?

   Answer____________________

   Source____________________

3. Find the county and state where the Battle of Antietam was fought.

   Answer____________________

   Source____________________

4. What was the title and first line of a popular confederate song?

   Answer____________________

   Source____________________

5. How many Union soldiers were killed in battle during the Civil War?

   Answer____________________

   Source____________________

6. You want to visit Civil War sites while vacationing. Where could you look to find historic places you might want to visit?

   Answer____________________

   Source____________________

7. What role did Rose O'Neal Greenhow play in the Civil War?

   Answer____________________

   Source____________________

8. Compare the number of bales of cotton produced in 1861 and 1864.

Answer__________________

Source__________________

9. Give the headline and date for one article from *The New York Times* newspaper on Frederick Douglass.

Answer__________________

Source__________________

10. Scan a newspaper account of John Brown's raid and give the title and date of the article.

Answer__________________

Source__________________

11. Find the best source to help you construct a model based on the Civil War battle of your choice.

Answer__________________

Source__________________

12. Elizabeth Blackwell's occupation was unusual during Civil War times. What was it?

Answer__________________

Source__________________

13. Find a magazine article on Civil War art.

Answer__________________

Source__________________

14. Where can you find a copy of President Davis' last message to the people of the Confederacy?

Answer__________________

Source__________________

15. Locate a map showing areas of slavery and emancipation before the Civil War.

Answer__________________

Source__________________

16. How many copies of *Uncle Tom's Cabin* were sold in the first year after publication?

Answer__________________

Source__________________

17. What was Mrs. Ulysses S. Grant (Julia) doing while her husband commanded Union troops?

Answer__________________

Source__________________

18. Who was the first confederate general killed during the Civil War?

Answer__________________

Source__________________

19. Locate a picture (preferably a photograph) of Stonewall Jackson.

Answer__________________

Source__________________

20. Find a chronology of events for the years 1861-1865. List one event from 1863.

Answer__________________

Source__________________

21. Locate a map showing the slave states in 1861.

Answer__________________

Source__________________

NOTES

SELECTED SOURCES FOR FINDING AMERICAN HISTORY FACTS

Atlases and geographical books are the best sources for maps and information on places.

Webster's Geographical Dictionary--alphabetical world-wide list of cities, towns, and geographical features.

Great Historic Places--profusely illustrated places in history.

American Heritage Pictorial Atlas of the U.S.--essays on topics with maps and pictorial maps.

Shepherd's Historical Atlas--world history maps.

American History Atlas--maps showing the history of America and its political, social, religious, and economic changes

Great Military Battles--essays on battles throughout world history with photographs, maps, and other pictures.

Atlas of American History--illustrates the political and geographical evolution of the United States.

Periodical indexes are guides to articles found in magazines.

American Heritage Magazine--indexes the *American Heritage Magazine*, 1969-1974. Later issues are indexed in *Reader's Guide*.

Fact books have brief statistical or factual information.

Famous First Facts--alphabetical listing by subject of famous firsts.

World Almanac--book of short facts on a wide range of topics, comparative statistics in tables and charts. Indexed in the front of the book.

Statistical History of the U.S.--comparative statistics from colonial times to the present.

Biographical tools give information in fact or essay form about specified people.

Facts About the Presidents--data concerning President's lives, backgrounds, and administrations.

Webster's American Biographies--brief alphabetical listing of significant people in American history.

Great Personalities--news stories of famous people from *The New York Times* (microfiche form).

Who's Who in American History--short biographies of significant people in American history, plus other facts relating to American history.

Concise Dictionary of American Biography--short biographies of famous Americans, including their contributions to American history.

Dictionary of American Biography--long essays on people who made significant contributions to American history. (Original set includes only persons who died before 1950.)

Noble American Women--long essays on American women.

Documents/Primary Sources are original, official or legal papers from America's history.

The Annals of America--original articles, speeches, letters, songs, and documents from American history.

Great Events--important events as recorded in *The New York Times* newspaper (microfiche form)

Documents in American History--complete copies of hard-to-find documents throughout American history.

ACTIVITY 4:

INDEPENDENT STUDY ASSIGNMENTS

Objective: Present a visual representation of the conflicts among the North, South, and West which led to the Civil War.

Directions: Draw a chart which illustrates the causes of discontent in one column, the section of the country in one column, and the action of the federal government in one column.

(Knowledge Activity)

Objective: Find out what was happening in the area which was to become Oklahoma during the Civil War.

Directions: Write a report in your own words which describes the feelings of people who were living in what would become Oklahoma during the Civil War. The paper should be between one and three pages in length.

(Knowledge-Comprehension Levels)

Objective: Locate the farming areas, mercantile areas, manufacturing sites, and routes of transportation in the North for 1820, 1840, and 1860.

Directions: Prepare the maps on a series of transparencies which can be overlaid to show increasing growth and development in the North.

(Knowledge, Comprehension, Application Levels)

Objective: Analyze population maps from 1800-1860 to determine the implications for the Civil War.

Directions: Use an atlas to compare population data from 1800-1860 in both the North and South. Write a report analyzing your findings in terms of their implications for the struggle between the North and South.

(Analysis Level)

Objective: To obtain information which will compare and contrast life styles in the North and South before the Civil War.

Directions: Play the role of a Southerner visiting New York in 1858. Write a series of letters home describing features of Northern life which differ from those in the South and the factors which worry you concerning Northern strength.

(Synthesis Level--Create)

Objective: Read a novel about the Civil War.

Directions: Make a written or oral presentation to the teacher which includes a description of the plot. Tell about the bias of the author in the writing of the novel.

(Analysis, Synthesis Levels)

Objective: Evaluate eyewitness accounts of prewar Southern life.

Directions: Read three accounts of eyewitness reports of life in the South before the Civil War. Write your analysis of these reports as if you were writing reports for a local journal or newspaper.

(Analysis, Synthesis Levels)

Objective: To determine the defense of slavery in the South.

Directions: Write a position paper defending the South's view on slavery. Should be one to five pages in length.

(Analysis, Synthesis Levels)

Objective: To obtain information concerning the movement against slavery in the South (abolition).

Directions: Prepare an oral presentation on a tape recorder which describes the movement against slavery in the South.

(Synthesis--Create)

Objective: Make a series of maps showing information about the economy in the South.

Directions: Make a transparency map showing the location of areas of large plantations, sites of southern industry, and districts where cotton, tobacco, and rice were grown. Make an overlay map which shows a map of per capita slaves in Southern districts to superimpose on the first map.

(Application Level)

Objective: Draw a graph which shows cotton and tobacco exports for 1800, 1820, 1840, and 1860 and explain the implications of the growth on a tape or in a written report.

(All Cognitive Levels)

Objective: To learn the reason for the South's rationale behind the war.

Directions: Prepare a written paper or tape recording evaluating the reasoning behind the statement "Cotton is King, sir; the North cannot make war on cotton and win!"

(All Cognitive Levels)

Objective: To learn how agricultural production changed among states from 1800 to 1860.

Directions: Construct a graph showing wheat and corn production by states in the years 1800, 1840, and 1860. Prepare a written report or taped recording explaining the reasons for the shift in leadership among the states.

(All Cognitive Levels)

Objective: To illustrate point of view through cartoons.

Directions: Draw a series of cartoons representing different viewpoints on some important event prior to the Civil War (e.g., the Compromise of 1850 or the Dred Scott Decision).

(Application, Analysis, Synthesis Levels)

Objective: To learn about the abolition movement.

Directions: Prepare an oral report which can be taped or given to the teacher on one of the following questions: How successful was the underground railroad? The fugitive slave law--did the North obey it? Who opposed the abolitionists in the North?

(Knowledge, Comprehension Levels)

Objective: To know why the failure of the Northern states to enforce the fugitive slave law was a threat to the federal union.

Directions: Prepare a report which explains the ways the Northern states obstructed efforts to enforce the fugitive slave law. Explain why this action was a threat to the stability of the federal union.

(Knowledge, Comprehension Levels)

Objective: To understand some of the issues related to slavery.

Directions: Prepare an oral report which can be taped or given to the teacher on one of the following topics: "Founding of the Republican Party and Its Stand on Slavery," "Abolitionist Propaganda: Accounts of Slavery in the South," "Why Did the Supreme Court Decide That Dred Scott Was Still a Slave?"

(Knowledge, Comprehension Levels)

Objective: To understand that Harriet Beecher Stowe's *Uncle Tom's Cabin* was one of the most effective pieces of propaganda produced in the Civil War Era.

Directions: Read the novel *Uncle Tom's Cabin* and write a paper on how the book was received at home and abroad.

(All Cognitive Levels)

Objective: To understand the various points of view in the Dred Scott Decision.

Directions: Write four letters to the editor of *The New York Times* concerning the Dred Scott Decision. Include letters from a Republican, a Douglas Democrat, a Southern Democrat, and an Abolitionist.

(Synthesis Level)

Objective: To know about the events and issues of the Lincoln-Douglas Debates.

Directions: Write a series of articles which might appear in a newspaper on the Lincoln-Douglas Debates.

(Synthesis Level)

Objective: To discover what happened in the John Brown raid and how the event was viewed in the country.

Directions: Write two statements and defend each position based on your research. (1) "John Brown Was a Rabble Rouser" (2) "John Brown Was a Martyr."

(All Cognitive Levels)

Objective: To understand that the issue of slavery was one of the causes of the Civil War.

Directions: Write a position paper that supports or disproves the following: "Proposed, that slavery was the chief cause of the Civil War."

(Application, Analysis, Synthesis Levels)

Objective: To learn about the reaction in the country to Lincoln's election in 1860.

Directions: Prepare a two-page newspaper complete with news items, editorials, background commentary, and fashion notes for the day after Lincoln's election. Choose a location in the North or South as if you lived there.

(All Cognitive Levels)

Objective: To learn about the events in Washington following South Carolina's Ordinance of Secession.

Directions: Dramatize the events in Washington following South Carolina's Ordinance of Secession using the format of an "on-the-spot-news broadcast" by writing a script for an announcer.

(Knowledge, Comprehension, Application Levels)

Objective: To know which Southern states favored and opposed secession.

Directions: Make a map showing the areas in the Southern state which favored and opposed secession.

(Knowledge, Application Levels)

Objective: To review the significant events leading up to the Civil War.

Directions: Draw a timeline to establish the pattern of significant events between 1850-1860. Explain the significance of these events and their relationship to one another in an oral report to the teacher or on a tape recording.

(All Cognitive Levels)

Objective: To compare the strengths of the North and South in 1860.

Directions: Draw a chart which shows strengths of the North and South in 1860.

(Knowledge, Comprehension Levels)

Objective: To learn about the reaction to the attack on Fort Sumter.

Directions: Prepare a two-page newspaper as it might have appeared the day after the attack on Fort Sumter. Possible articles might include news items, an editorial, background commentary, or imaginary interviews with Lincoln and Jefferson Davis.

(All Cognitive Levels)

Objective: To learn details about one of the major battles of the war and its significance to the total war effort.

Directions: Read an authoritative account of the battle as well as accounts by participants in the battle. Prepare a map of the battle area. Present your findings in an oral report to the teacher or on a taped recording.

(Application Level)

Objective: To learn about an individual who played a significant part in the war such as Lee, Grant, Jackson, Sherman, Farragut, or Morgan.

Directions: Read at least one primary account about the person you chose as well as an account in the *Dictionary of American Biography*. Prepare a written report on your findings.

(Knowledge Level)

Objective: To learn about life in the armies during the Civil War.

Directions: Write a report based on firsthand accounts of life in the Northern and Southern armies.

(Knowledge Level)

Objective: To learn about the role England played in the Civil War.

Directions: Write a report which answers the question, "Did England hold the balance of power in the War Between the States?"

(All Cognitive Levels)

Objective: To learn about the American losses during major wars.

Directions: Use a reference book of statistics to prepare a chart comparing American casualties in the Revolution, the War of 1812, the Civil War, World War I, and World War II.

(Knowledge Level)

Objective: To learn why the Thirteenth Amendment was necessary.

Directions: Prepare a written report on the topic "Why Was the Thirteenth Amendment Necessary to Free the slaves?"

(Knowledge, Comprehension Levels)

Objective: To understand the significance of the election of 1864.

Directions: Prepare a tape recording pretending to be a news commentator who analyzes the significance of the election of 1864.

(All Cognitive Levels)

Objective: To learn about Lincoln's tactics which he felt protected the nation during the Civil War.

Directions: Prepare a taped oral report which either supports or opposes this statement: "The security of the nation justified Lincoln's restriction of civil liberties."

NUREMBERG TRIAL
(Simulation Game)

GOAL: To familiarize students with the Holocaust and the resulting war crimes trial and to synthesize information previously studied on World War I and the period between the wars.

SUGGESTED GRADE LEVEL(S): 10-12

LEARNER OUTCOMES

Content Area: Social Studies	Information Skills
The student will: 1. Describe individuals, events, and characteristics of various historical periods.	The student will: 1. Locate all types of materials in the library media center or on their own. 2. Scan and skim using key words. 3. Assess sources for validity and authority. 4. Recognize techniques for persuasion and propaganda. 5. Recognize and use both primary and secondary sources of information. 6. Make use of quotations. 7. Credit sources used.

ACTIVITY: Each student will volunteer for one of the roles from the "Roles" page. Students will research the events of the Holocaust, the war crimes used, and witnesses in the library media center. After research, the trial will be staged following the trial procedure outlined on the next page.

ROLES

Judges:

British Judge: Read indictments. Ensure that trial procedure is followed. Take a fair position. Ask clarifying questions. Ensure that the trial does not lag.

United States Judge: Ask clarifying questions of the defendant and witnesses.

French Judge: Fairly antagonistic feeling toward the defendants. Ask questions accordingly.

Soviet Judge: The aim of this judge is to ensure that the defendant is found guilty.

Questions must be asked with this purpose in mind. The judges must have a broad knowledge of every defendant's life.

Defendants:

Four criminals will be tried. They are Herman Goering (Goring), Karl Donitz, Rudolf Hess, and Albert Speer. Optional defendant: Julius Streicher. The defendant must work with the defense attorney and defense witnesses. Thoroughly research the character.

Defense Attorneys:

Work with the defendant to present the best possible defense. Work with the defense witnesses. Turn in witness forms to teacher at end of presentation.

Defense Witnesses:

Work with the defense attorney and defendant. Fill out a witness form. Give one to defense attorney. Should be a witness at least twice. Use props.

Prosecuting Attorneys:

Determine which indictments are most appropriate and give them to the judge before the trials begin. Work with the prosecution witnesses to develop the case against the defendant. Turn in witness forms to teacher after end of presentation.

Prosecution Witnesses:

Work with the prosecuting attorney. Fill out witness forms. Give one to prosecuting attorney. Should be a witness at least twice. Use props.

If the student is absent when he/she is scheduled to present, the student must do the alternative assignment. If a judge is absent more than one time during the trials, the judge must do the alternative assignment.

INDICTMENTS

1. The Common Plan or Conspiracy
    a. Forming the Nazi Party as the instrument of cohesion for bringing the conspirators together.
    b. Shaping the aims and purposes of the Nazi party so that it resorted to war to overthrow the Treaty of Versailles.
    c. Avoiding disarmament.
    d. Acquiring the lost territories of World War I.
    e. Acquiring territory of other peoples for lebensraum.
    f. Waging aggressive war on Austria.
    g. Collaborating with Italy and Japan.
2. Crimes Against the Peace

    Violating international treaties, agreements, and assurances.
3. War Crimes

Violating the laws or customs of war:

   a. Murdering.
   b. Deporting persons to become slave-laborers.
   c. Ill-treating prisoners of war.
   d. Killing hostages.
   e. Plundering public or private property.
   f. Wantonly destroying cities, towns, or villages or causing other devastation not justified by military necessity.

4. Crimes Against Humanity
    a. Murdering, exterminating, enslaving, deporting, and committing other inhumane acts against any urban population before or during the war.
    b. Persecuting persons on political, racial or religious grounds, disregarding whether or not the persons had violated a domestic law of the country in which supposed "crimes" were committed.

TRIAL PROCEDURE

1. British judge will read the indictment against the defendant.
2. The defense attorney enters a plea of "not guilty."
3. Defendant takes stand.
4. Prosecuting attorney presents his arguments and evidence for the indictment. Prosecution witnesses will be called at this time.
5. Defense attorney may cross-examine.
6. The defense attorney presents his case.
7. Defense attorney interviews defendant.
8. Prosecuting attorney cross-examines defendant.
9. Defense attorney will call defense witnesses.
10. Prosecuting attorney may cross-examine witness for the defense.
11. The defense attorney presents closing arguments.
12. The prosecuting attorney presents closing arguments.
13. Judges will return verdict after all cases have been heard.

Judges may interrupt at any time with questions. However, do not monopolize the trials.

NUREMBERG TRIAL PATHFINDER

As students locate materials for this simulation they will be placed on a book truck labeled "Nuremberg Trial." As additional materials are found they will be added to the cart. Reserve book circulation policies will apply.

Locating information for Nuremberg trials.

Below are listed some key words and subject hearings which may help you locate information in the card catalog, book indexes, encyclopedias and periodical indexes. Note alternate spellings of proper names. You may discover other useful terms and subject headings.

People:

- Herman Goering (Goring)
- Karl Konitz (Doenitz)
- Rudolf Hess
- Julius Streicher
- Adolf Hitler
- Anne Frank
- Hannah Senesh
- Eli Wiesel

Names of other survivors and victims

Places:

- Nuremberg (Nuremberg), Germany
- Auschwitz (Poland)
- Treblinka (Poland)
- Dachau (Germany)
- Bergen-Belsen
- Poland-History
- Germany-History
- Berlin, Germany

Events:

Holocaust, Jewish (1933-1945)
Nuremberg Trial
World War, 1939-1945
World War, 1939-1945 - Atrocities
World War, 1939-1945 - Biography
World War, 1939-1945 - Causes
World War, 1939-1945 - Children
World War, 1939-1945 - Jews
World War, 1939-1945 - Naval operations--Submarine
World War, 1939-1945 - Personal narratives
World War, 1939-1945 - Persons and prisoners
World War, 1939-1945 - Propaganda
World War, 1939-1945 - Refugees
World War, 1939-1945 - Sources
World War, 1939-1945 - Underground movements

Other Terms:

- Anti-semitism
- Europe--History--1919-1945
- Concentration camps
- Fasicism
- Nazism
- National Socialism
- Trials
- Versailles, Treaty of, 1919
- War criminals
- War crime trials

Nuremberg Trial Witness Report Form

Name ______________________________

Witness Name ____ Age ____________

Appearing as a witness for/against (circle) ______________________________ (name)

Briefly describe the testimony of this witness.

Document your sources:

RESOURCES

Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh, 1921-1944*. Lothrop, Lee & Shepard, 1985. 214 p.

The Auschwitz Album: A Book Based Upon an Album Discovered by a Concentration Camp Survivor. Lilly Meier. Text by Peter Hellman. 1982. Random.

Aymar, Brandt. *A Pictorial History of the World's Greatest Trials: From Socrates to Eichmann*. (pp. 301-321) New and enl ed. Bonanza Books, 1985. 405 pp.

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Bullock, Alan. *Hitler: A Study in Tyranny*. Completely rev. ed. Harper, 1962. 848 pp.

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Epstein, Helen. *Children of the Holocaust: Conversations with Sons and Daughters of Survivors*. Putnam, 1979. 348 pp.

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Hart, Kitt. *Return to Auschwitz*. Atheneum, 1983. 200 pp.

Herzstein, Robert Edwin. *The Nazis*. Time-Life, 1980. 208 pp.

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Lanzmann, Claude. *Shoah: An Oral History of the Holocaust.* Pantheon, 1985.

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Steiner, Jean Francis. *Treblinka.* New American Library, 1979. 304 pp.

They Fought Back: The Story of Jewish Resistance in Nazi Europe. Ed by Yuri Suhl. Schocken, 1975. 327 pp.

Voices From the Holocaust. Ed. by Sylvia Rothchild, New American Library, 1981.

Wolf, Jacqueline. *"Take Care of Josette": A Memoir in Defense of Occupied France.* Watts, 1981.

Women in the Resistance and the Holocaust: The Voices of Eyewitnesses. Ed by Vera Laska. Greenwood Press, 1983. 330 pp.

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NONPRINT RESOURCES

Anne Frank: A Legacy for Our Time. S.V.E., 1985. 2 sound filmstrips. $81

Makes use of Anne's writing in documenting the discrimination and horrors suffered by Jews during World War II.

Auschwitz . . . Never Again. Sim-Pac Educational Media, 1984. 1 videocassette. $90.

The Courage to Care. The Anti-Defamation League of B'nai B'rith. 30 minutes Film $350; Video, $60; 1/2 inch video $40.

Handful of individuals tell how they sheltered Jews from the Nazis during the Holocaust.

Dark Lullabies. National Film Board of Canada. 81 minutes. Film, $925; all video, $500.

Children of Holocaust survivors share anxieties and questions with survivors and non-Jewish German contemporaries about the Nazi horrors.

The Diary of Anne Frank. Video. Center for the Humanities. $109.

Judgment at Nuremberg. Center for the Humanities. Video, $97.

A Painful Reminder: Evidence for All Mankind. First Run Features, 153 Waverly Place, New York, New York 10014. 69 minutes. Film, $895. All video, $595.

Detailed documentation of Nazi horrors and eyewitness accounts of the liberation of Belsen camp.

The Rise and Fall of the Third Reich. Documentary film. Center for the Humanities. Video, $97.

EVALUATION

100 points maximum

Nuremberg Trials Grading Scale

General Test	25 points					
Research:						
Attention to Research	5	4	3	2	1	0
Working with Group	5	4	3	2	1	0
Attentiveness During Trials	5	4	3	2	1	0
Information Presented	50 possible					
Manner of presentation:						
Organization of materials:						
Props:						
Clarity of presentation:	10 possible					
Teacher comments:						

Each student will be graded on:

1. Research process (see: "Student Research Evaluation in appendix").
2. Maintaining role assigned; Knowledge of period conveyed in the role.
3. Bibliography.
4. Written witness reports and indictments. See attached grading scale.

Notes to teacher: An alternative assignment should be available for students (1) who cannot be present for trial, and (2) for those whose team has not made it possible for an individual to demonstrate his/her knowledge during the trial.

If a student must be absent, the teacher, or an equally knowledgeable person, should fill in for the missing character to insure other students adequate opportunity to perform.

Attendance should be emphasized.

SOURCE: Barbara Schindler
Norman

ON STAGE

GOAL: This unit will introduce the students to the genre of drama with experiences in acting out a script, in reading a script, and in writing scripts. All classroom activities and in-common reading experiences will be geared to mesh with one or more of the following student objectives.

SUGGESTED GRADE LEVEL(S): 10-12

LEARNER OUTCOMES

Content Area: Language Arts	Information Skills
The student will:	The student will:
1. Understand the relevance of the "classic" plays to all generations.	1. Be able to find a play using the play index.
2. Understand the differences between comedy and tragedy in drama.	2. Become familiar with reviews of plays in *The New York Times*, *The New Yorker* and current periodicals.
3. Be able to identify the elements in a play which give shape, structure, and direction to dialogue (rising action, climax, falling action, denouement).	3. Locate a picture and details of famous ventures of the past.
4. Become familiar with the technical aspects of the theater (sets, costumes, lighting, etc.).	4. Use specialized reference book to research various aspects of drama.
5. Develop a vocabulary of literary terms used for various types of drama, farce, satire, drawing room, renaissance, theater of the absurd.	5. Read quality literature to enrich and supplement specific areas of the curriculum.
6. Become familiar with the famous personalities of the theater.	6. Record useful information for locating information and for preparing bibliographic and footnotes.
7. Be able to identify mood, understand how it is created, and discuss its effects on the play.	7. Use specialized indexes.
8. Learn what replaces descriptive elements for development of characterization in a play.	8. Compare sources noting different points of view.
9. Become familiar with plays developed in various media (movie, television, radio, stage, musical).	
10. Learn about various types of theater throughout the country (Broadway, community, regional, passion play, summer stock, traveling show, road company, vaudeville, burlesque, minstrel, night club, cabaret, improvisational, theater-in-the-round, mime, opera, operetta).	
11. Participate in reading and acting out a variety of plays. Enjoy!	

ACTIVITIES:

1. Students will complete "Reading Review."

2. Students will make at least one selection from the following:

   Writing Activity
   Creative Activity
   Research Paper

3. Teacher-Directed Activity--points given for participation.

   A. Class discussion of the technical aspects of staging a play. 5 points

   B. Reader's Theater competition. 10 points

   C. Class discussion of plays read or plays in which students have acted. 10 points

EVALUATION: Points total 100. A student can receive less than the total points for a given activity depending on the quality of the work. After all contract work is completed, students may choose additional activities for a total of 10 additional points.

ON STAGE!

Contract Unit on

DRAMA

Contract (Kon' tract) n. a formal agreement to supply goods or do work.

I agree to evaluate the student fairly and to assist toward the successful completion of this contract.

____
Teacher's Signature

I have read the assignments and activities on the attached pages and agree to complete them in a manner designated for each.

____
Student's Signature

No student will be required to read materials which may be objectional to parents.

____
Parent's or Guardian's Signature

Sources: M. Jerry Weiss, Jersey City State College,
Jersey City, NJ, (Reprinted with permission.)

READING REVIEW

Each student will report on a one-act play and a full-length play. (10 points and 20 points)

Name: ______________________________ Date: ______________________________

Class: ______________________________

Play: ______________________________ Author: ______________________________

Source: ______________________________

1. Summarize the plot of the play.

2. Which character impressed you the most? Why?

3. Which element did the author emphasize in developing this theme? Explain your answer, citing examples.

4. How would you classify the play? Why?

5. State and explain your opinion of the play.

6. (Option + 5) What point is made by the author? What was his purpose in writing the play? (Entertainment? To deliver a message? Other?)

WRITING ACTIVITY

The student is to select one of the following topics and write a well-organized composition on the selected topic. (15 points)

A. You are a producer with M.G.M. Write the justification for producing a given play. Select a particular actor or actress and tell why your choice of performer is a good one.

B. Adapt a short story to script (play form) and present to class.

C. Play Reviews--Get to know the theater section of *The New York Times*, *New York Magazine*, and *The New Yorker*. Read several of the reviews presented in these literary works and write a review section of your own about plays you have read and/or seen.

D. Read several different reviews about the same plays and compare reviews and reviewers.

CREATIVE ACTIVITY

The pupil will select one of the creative activities below and produce an artistic response to his readings. (10 points)

1. Create a set for one of the plays that you select. You might consider using a revolving diorama.
2. Build a model of the Globe Theater.
3. Design costumes for the major characters from a play you select.
4. A community theater has three productions planned. Plan a promotional campaign for the play series.
5. Make a poster advertising one full-length play.
6. Write a radio or television advertising campaign for a play you have read.
7. Develop music for a play.

RESEARCH PAPER

Each student will write a three- to five -page research paper on one of the following topics. (20 points)

1. Read several plays written by a given author and compare the plays.
2. Research a given aspect of drama; for example, drama as a comedy form, Greek drama, Broadway shows, musicals.
3. Write a biographical paper about a playwright, actor, actress, director, or composer/lyricist.

Your teacher will confer with you about your selection.

DRAMA TERMS

Tragedy
Tragedy of Revenge
Comedy
Play
Farce
Satire
Drama
Act
Character
Climax
Conflict
Dramatic Irony
Epilogue
Historical Play
Melodrama
Pantomime
Plot
Problem Play
Prologue
Protagonist
Scene
Sentimental Comedy
Setting
Theme
Tone
Opening Situation
Initial Incident
Rising Action
Falling Action
Mood

ENCORE! ENCORE!

Each student may choose to do an additional activity from the writing, creative, or reading activities (10 points). All other contract work must be completed before doing the extra work.

RESOURCES:

ON STAGE!

BIBLIOGRAPHY

Bernat, Sylvan, ed., *Eight Great Comedies*

Brecht, Bertolt, *The Jewish Wife and Other Short Films*

Freedley, George, *Three Plays About Crime and Criminals*

Gibson, William, *The Miracle Worker*

Hansberry, Lorraine, *A Raisin in the Sun*

Hawes, Henry, compiler, *Famous Plays of the 1940's*

Hoopes, Ned. E., and P. Neale Gordon, ed., *Great Television Plays*

Houghton, Norris, ed., *Romeo and Juliet/West Side Story*

Jones, Tom, and Harvey Schmidt, *The Fantasticks*

Koselka, Paul, ed., *Fifteen American One-Act Plays*

Lawrence, Jerome and Robert E. Lee, *Inherit the Wind*

Lerner, Alan J., *My Fair Lady*

Mersand, Joseph, ed., *Three Comedies of American Family Life*

Olfson, Levy, *50 Great Scenes for Student Actors*

Shaw, George Bernard, *Pygmalion*

Stein, Joseph, *Fiddler on the Roof*

Stone, Peter, and Sherman Edwards, *1776*

Stoppard, Tom, *Rosencrants and Gulderstein Are Dead*

Strasberg, Lee, compiler, *Famous American Plays of the 1950's*

Sweetkind, Morris, ed., *Ten Great One-Act Plays*

Weiss, M. Jerry, ed., *10 Short Plays*

Wilder, Thornton, *Three Plays*

Wright, Dr. Louis B, and Elaine W. Fowler, ed., *A Visual guide to Shakespeare's Life and Times.*

Zindel, Paul, *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*

DESIGNING MODELS OF HUMAN BODY SYSTEMS

GOAL: To have students research and analyze body systems in order to construct models which represent organs or functions of the human body.

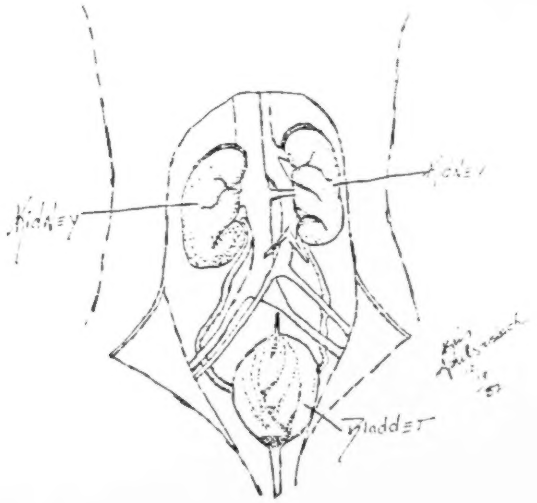
SUGGESTED GRADE LEVEL(S): 10-12

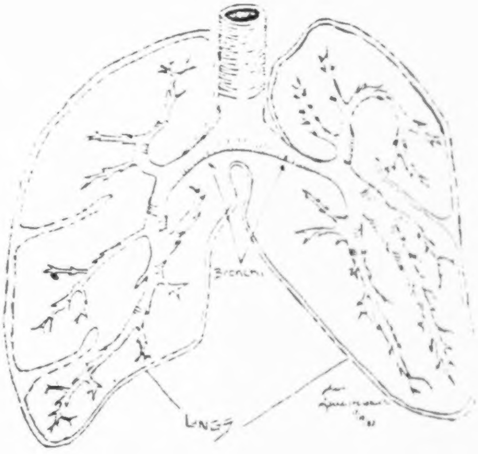
LEARNER OUTCOMES

Content Area: Science	Information Skills
The student will:	The student will:
1. Work independently and as a member of small and large groups within the classroom and in the appropriate laboratory.	1. Construct models to present information.
2. Identify the mechanisms of response in organisms.	2. Select appropriate reference sources
3. Identify the processes of digestion in humans.	3. Use a periodical index.
4. Identify process involved in gaseous exchange and transport in humans.	4. Draw conclusions.
	5. Credit sources used.
	6. Evaluate presentations from criteria established beforehand.

ACTIVITY:

The student will select the body organ or system s/he wishes to model. After research the student will analyze the system to construct a working model of the system. Originality is encouraged. A bibliography will be required. This activity will serve as the culminating activity for the unit on body systems or serve as a review of them.





RESOURCES: Periodicals, reference books, including encyclopedias, general nonfiction books, audiovisual resources and a variety of construction materials such as straws, balloons, tubing, styrofoam containers, etc.

EVALUATION: The class, under direction of the teacher, will establish the criteria to be used to evaluate the working models. Bibliographies will be evaluated jointly by the library media specialist and teacher on form, accuracy and completeness.

SOURCE: Jean Cate, Norman

CLIPPING THESIS FOR CURRENT EVENTS

GOAL: The student will be able to read about a current topic in several newspapers and/or periodical articles and write a critical summary in the student's own words. The student will be able to correctly write a bibliography of the materials read.

SUGGESTED GRADE LEVEL (S): 11-12

LEARNER OUTCOMES

Content Area	Information Skills
The student will:	The student will:
1. Select a current topic, read about it in a newspaper or periodical, develop a summary and a bibliography in written form.	1. Select topics for investigation.
2. Write a summarizing paper of one of two paragraphs which incorporates the series of articles.	2. Make summaries, organizing for unity, coherence and emphasis.
3. Demonstrate an understanding of the selected topic.	3. Read and summarize articles from the paper and microfiche version of The *New York Times*.
	4. Develop an online strategy and locate information through searching online databases including "Newsearch" and "Magazine Index."
	5. Locate information by using a periodical or a newspaper index.
	6. Prepare a bibliography.
	7. Use Specialized Indexes.

INSTRUCTIONAL ROLES AND/OR STRATEGIES:

The project is cooperatively developed and taught by the participating teachers and the library media specialist. This activity would be appropriate for social studies and would help students develop critical thinking and writing skills.

The assignment is completed in the library media center, public or academic library, or at home. One class period is used to give instructions to students.

The class is divided into four groups. Each student has his/her topic approved by the teacher. There are four cycles of six-weeks duration each. The students have a different assignment for each cycle.

The time table in each cycle is three weeks to clip articles and write summaries; one week to write a one-page initial summary complete with a bibliography; one week to write a final summary complete with bibliography.

ACTIVITIES:

1. Each group will receive instructions on using microfiche, periodical indexes and DIALOG if they are not proficient in the use of these sources.
2. Group 1 will complete the assignment using the *The New York Times* or other daily newspaper.
3. Group 2 will complete the assignment using the Current Events Edition of the *The New York Times* on Microfiche or *Newsbank*.
4. Group 3 will complete the assignment using current periodicals located with *The Readers' Guide to Periodical Literature*.
5. Group 4 will complete the assignment using online searching. Several class sessions may be necessary to teach online search techniques.

RESOURCES:

Christian Science Monitor.
Daily *The New York Times*
The New York Times Current Events Edition on microfiche.
Weekly periodical. ie., *Newsweek, Time, U.S. News and World Report*.
DIALOG information service databases.
Apple II with Hayes Micromodem II and Imagewriter Printer.
Leahy, William. *Fundamentals of the Research Paper*. Palos Heights, Illinois: Kenneth Publishing, 1983.

EVALUATION:

Teacher Responsibilities	Library Media Specialist Responsibilities
A. Give students' bibliographies and comments to the librarian to copy on the day the papers are handed in. This makes it possible for the librarian to evaluate resources used and to determine the implications for periodical collection development. B. Read the initial summaries and final summary. C. Check the bibliography for proper form. D. Obtain students' comments on the project.	A. Administer student questionnaire to students doing online searching to determine which libraries were used to locate materials. B. Evaluate databases used and the cost of online searches. C. Evaluate adequacy of resources available and level of search skills developed by the students.

SOURCE: "**The Clipping Thesis:** An Exercise in Developing Critical Thinking and Online Database Searching Skills" by Nancy P. Minnick and Carol B. McCarthy. *School Library Media Activities Monthly*. Vol. II No. 8 April 86. (Used with permission.)

Instruction for daily *The New York Times* *

1. Select a topic of current significance and have it approved by your teacher.

2. Each day look in your copy of *The New York Times* to find articles(s) on your topic.

3. Clip out the article(s) and attach to the back of a sheet of notebook paper.

4. On the top of a facing sheet of notebook paper write a bibliographic citation for the article. Use the form for an individual bibliography in the booklet entitled *Fundamentals of the Research Paper*. Below the citation write a summary of the article. This should be done each day for the three weeks you are receiving the newspaper. You will have a maximum total of 15 bibliographic citations and 15 brief summaries. (There may be less based on your topic.)

5. Develop one paragraph summarizing your topic using your brief summaries.

6. Develop a final bibliography from the individual bibliographies. Use the form for bibliography in the booklet entitled *Fundamentals of the Research Paper*. When you hand in your work it should be in this order:

   On top--final summary.
   Next--final bibliography.
   Last--copies of articles with accompanying bibliographic citations and summaries.

* Another newspaper could be substituted.

Instruction for *Current Events Edition of The New York Times on Microfiche*

1. Select a topic that is of current significance and have it approved by your teacher.

2. Look up topic in the notebook containing the *Current Events Edition* of *The New York Times* on microfiche. The notebook holds the microfiche, a six-months cumulated index, and several monthly indexes.

3. When you find the topic, photocopy the pages of the index you use and put in your notebook.

4. Using the index, find nine microfiche articles on your subject. (e.g. "Iraq Starts a New Drive to Iran Feb. 18," 4:2/FICHE 12:44 B). You would get fiche 12, put the fiche in the reader, and find the numbered Section 44 B.

5. At the top of a second sheet of paper write the bibliographic citation for the article. Under the citation write a brief summary of the article. This should be done for each of the nine articles.

6. Develop one paragraph summarizing your topic using your brief summaries.

7. Develop a final bibliography from the individual bibliographies. Use the form for bibliographies in the booklet entitled *Fundamentals of the Research Paper*.

   When you hand in your work it should be in this order:

   On top--final summary.
   Next--final bibliography.
   Last--copies of index with accompanying bibliographic citations and summaries.

Instructions for Periodicals

1. Select a topic that is of current significance and have it approved by your teacher. (You may have to browse through current periodicals to determine a topic of sufficient "newsworthiness.") You will have to find a total of nine articles on the topic during the next three weeks, so select a topic of major importance. Begin your search for articles on your topic by browsing through the periodicals. (The *Reader's Guide to Periodical Literature* will not be used at this point as you will be searching for articles published within the last two weeks.)

2. Locate three articles each week in the current periodicals shelved in the library. (If you cannot find the number of articles required, use the latest updates of the *Reader's Guide to Periodicals* to locate additional articles.) Photocopy the first page of the article and put it in your notebook. At the top of a second sheet of paper write the bibliographic citation for the article. Under the citation write a brief summary of the article. This should be done for each of the nine articles.

3. Develop one paragraph summarizing your topic using your brief summaries.

4. Develop a final bibliography from the individual bibliographies. Use the form for bibliographies in the booklet *Fundamentals of the Research Paper*.

   When you hand in your work it should be in this order:

   On top--final summary.
   Next--final bibliography.
   Last--copies of articles with accompanying bibliographic citations and summaries.

Instruction for **Online Searching**

1. Select a topic that is of current significance and have it approved by your teacher.

2. Meet with the librarian in the library to prepare your online search strategy and do an online search.

3. Check the printout of the search and match against list in periodical room to determine which articles are available in the library. (Your goal is nine articles.)

4. Find the article in newspaper or periodical and photocopy the article. (if you cannot find the nine articles developed by the online search, use the latest updates of the *Readers' Guide to Periodicals* to locate additional articles.) Attach the copy of the article to the back of a sheet of paper. On a second sheet of paper write the bibliographic citation for the article at the top of the page. Under the citation write a summary of the article. This is to be done for each of the nine articles.

5. Develop one paragraph summarizing your topic using your brief summaries.

6. Develop a final bibliography from the individual bibliographies. Use the form for bibliographies in the booklet entitled *Fundamentals of the Research Paper*.

When you hand in your work it should be in this order:

On top--final summary.
Next--final bibliography.
Last--copies of articles with accompanying bibliographic citations and summaries.

RATIONALE FOR TEACHING ONLINE SEARCHING TO STUDENTS

Computers are an important part of the information age in which our students are going to live. School media centers have a responsibility to help prepare students to function in this technological environment. Specifically, we must assure that students understand how to locate and use information in electronic formats as well as in the traditional print and audiovisual mediums. If the goal is to help students become independent learners in the future, learning about online information sources is as basic a skill as learning to use a catalog or an index.

Teaching online access to students shows them that:

1. There are many ways to get information today; online access is only one of the ways which they must understand.
2. Useful and important information can be available to them from outside the media center's collection; it is necessary that students recognize the possibilities inherent in locating and using information from these outside sources if they are to take advantage of them and plan ahead for their use.
3. Information in data bases is very specific; the computer's ability to search for these specifics and to combine them makes it a very effective tool for dealing with an overabundance of information.
4. Learning to use online databases can be an efficient way to acquire information on many different topics previously unavailable to students in schools.
5. The way in which information in a database is collected, organized, and indexed (including the type and amount of access points) can be critical to its usefulness, accuracy, and value.

There are a number of reasons or educational goals for putting students "online." Some of these have been identified by Mancall and others in the literature and are summarized here.

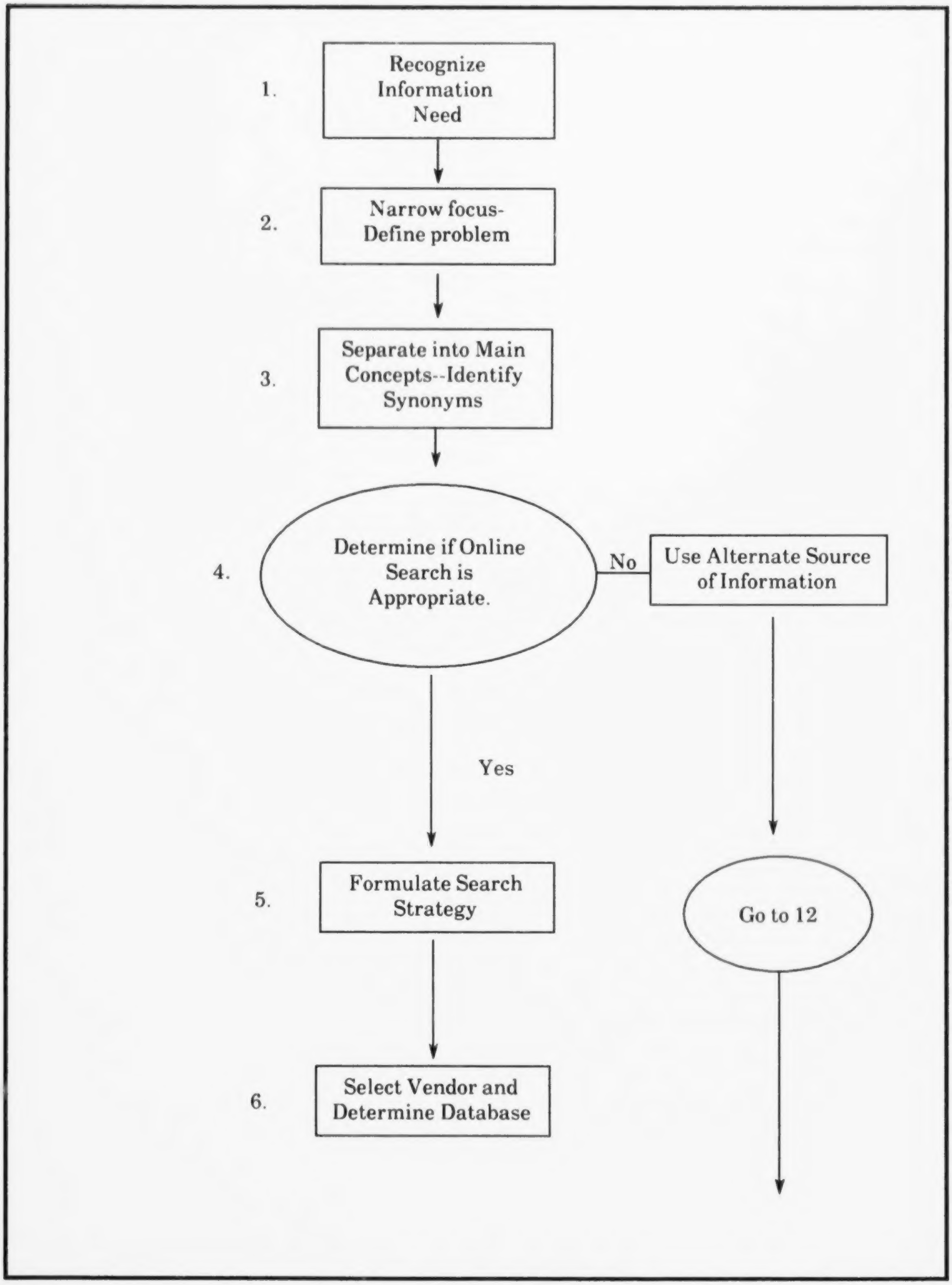
1. To generate new opportunities for media skills instruction, including topics such as search strategies, the concept of broader and narrower terms, Boolean logic, and identifying potentially useful references (process skills).
2. To generate new enthusiasm for the research process (attitude).
3. To expand the students' concept of available information (knowledge).
4. To extend the students' understanding of the diversity of information resources and formats (knowledge).

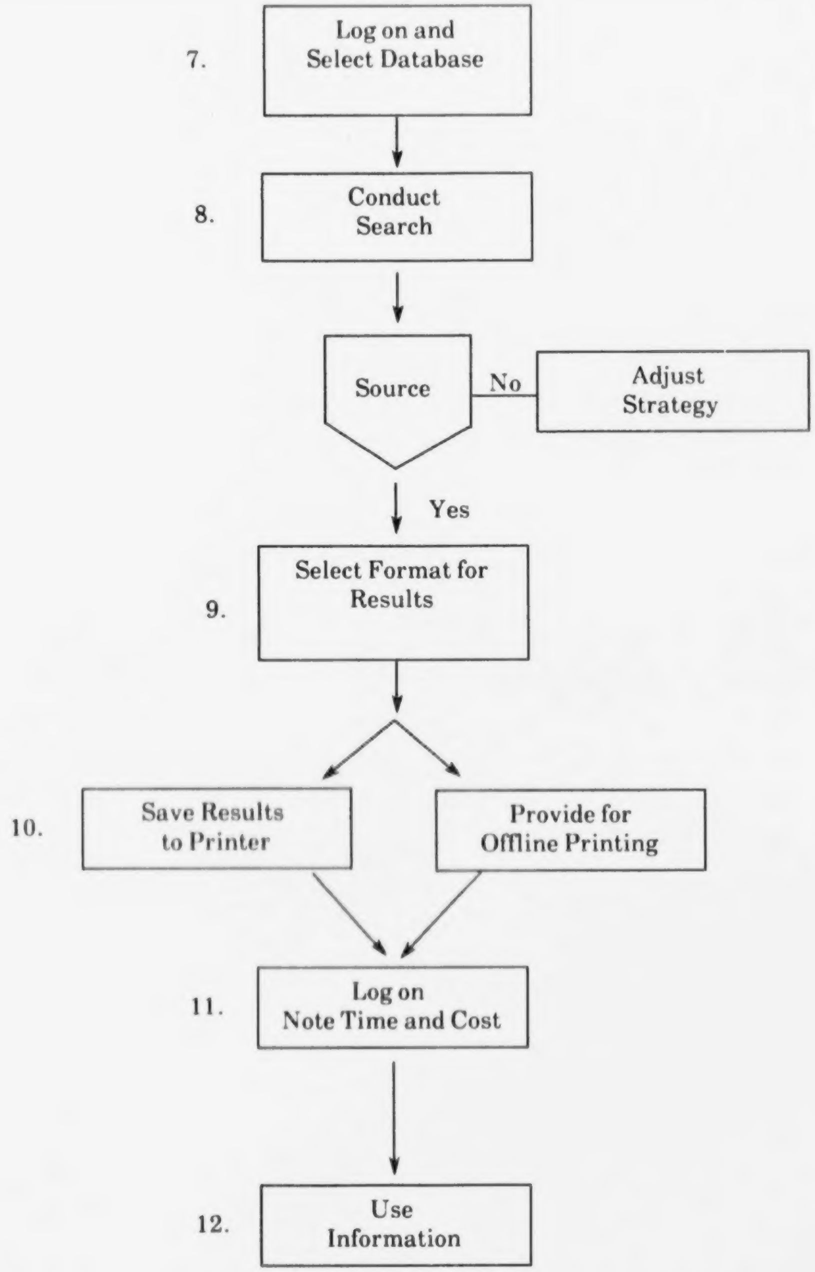
SOURCE: Wisconsin Educational
Media Association
(Used with permission)

STEPS FOR ONLINE SEARCHING

1. Recognize the need for information.
2. Narrow your focus and define your problem.
3. Separate the problem into main ideas or concepts and identify synonyms.
4. Determine if online search is appropriate. First, check resources in your own media center. Online bibliographic searching is valuable because several terms can be combined into one search statement. In a card catalog or any printed index, to find information on "the use of lasers in the United States," you would have to look up "lasers" and "United States;" then, you would have to compare the lists to see which articles contain both topics.
5. Use Boolean logic to formulate a search strategy.
6. Select a vendor and determine the database(s) that is the most appropriate.
7. Log on and select the database to be used.
8. Conduct search; adjust strategy as needed.
9. Select the appropriate format for the results of your search.
10. Save search to print or provide instructions for printing offline.
11. Log off; record cost and time on "Search Worksheet."
12. Use the information.

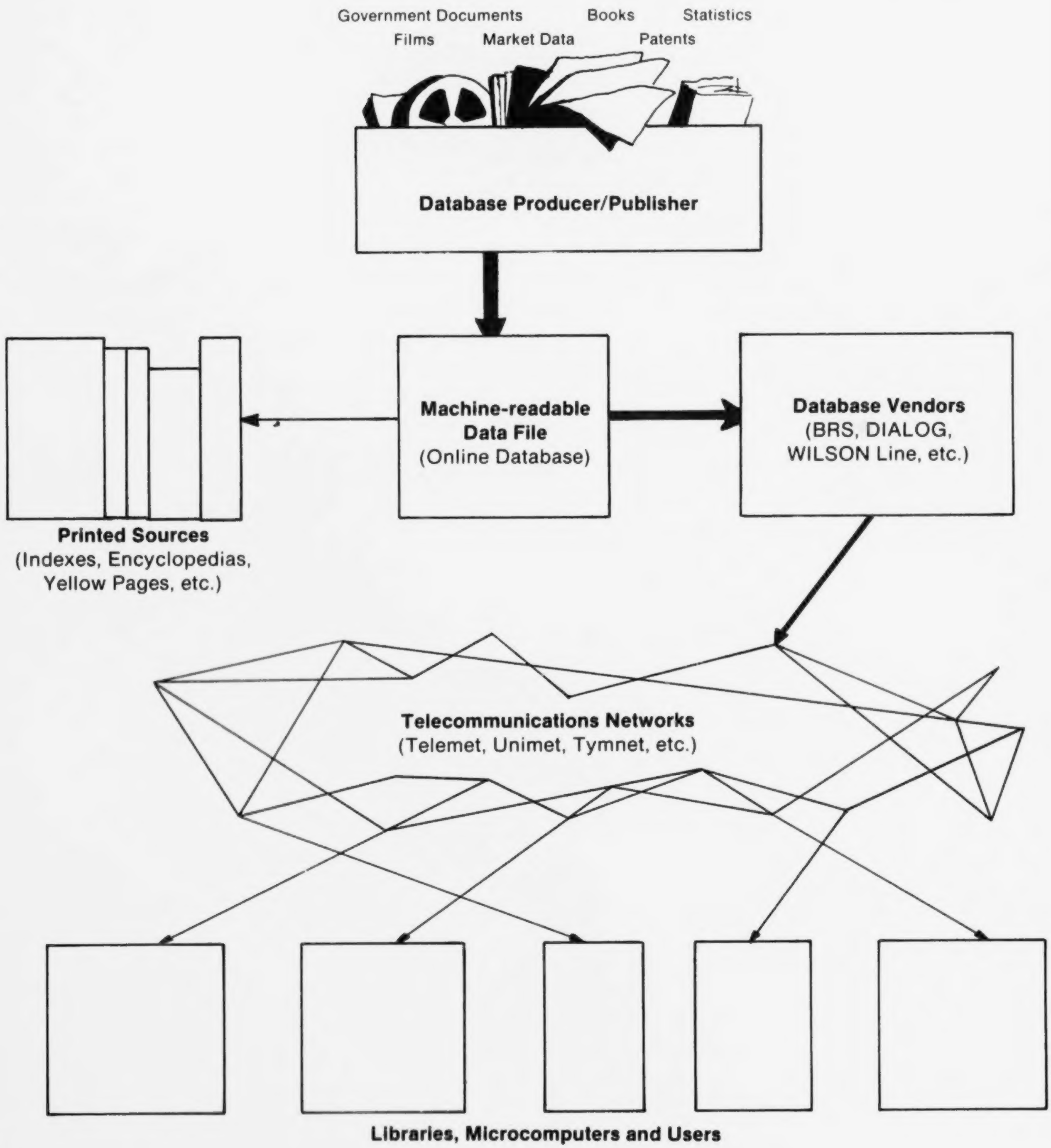
STEPS FOR ONLINE SEARCHING


1.
Recognize Information Need
2.
Narrow focus-Define problem
3.
Separate into Main Concepts--Identify Synonyms
4.
Determine if Online Search is Appropriate.
No
Use Alternate Source of Information
Yes
5.
Formulate Search Strategy
Go to 12
6.
Select Vendor and Determine Database


7.
Log on and Select Database
8.
Conduct Search
Source
No
Adjust Strategy
Yes
9.
Select Format for Results
10.
Save Results to Printer
Provide for Offline Printing
11.
Log on Note Time and Cost
12.
Use Information

The Information Path

adapted from DIALOG training materials


Government Documents
Books
Statistics
Films
Market Data
Patents
Database Producer/Publisher
Machine-readable Data File (Online Database)
Printed Sources (Indexes, Encyclopedias, Yellow Pages, etc.)
Database Vendors (BRS, DIALOG, WILSON Line, etc.)
Telecommunications Networks (Telemet, Unimet, Tymnet, etc.)
Libraries, Microcomputers and Users

PLANNING THE SEARCH STRATEGY

Before going online for information, you must know exactly what you are looking for. You should be able to answer yes to the following:

Have you selected your topic for research?

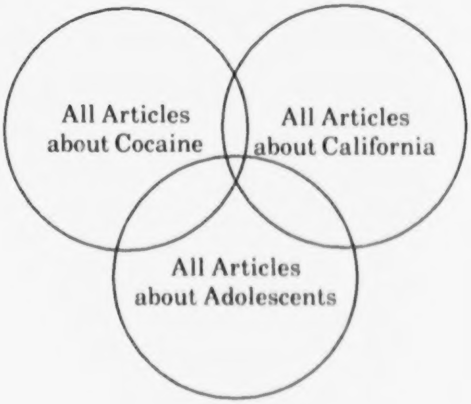
- --narrowed your focus?
- --defined your problem?
- --searched your own library media center using the *Reader's Guide*, *SIRS*, *Newsbank*, and the card catalog?

First, separate the problem into main ideas or concepts. Use the "Search Strategy Worksheet" to plan your search.

Search Topic: The Use of Cocaine by Adolescents in California.

Concept A	Concept B	Concept C
Cocaine	Adolescents	California

A Venn diagram would look like this.

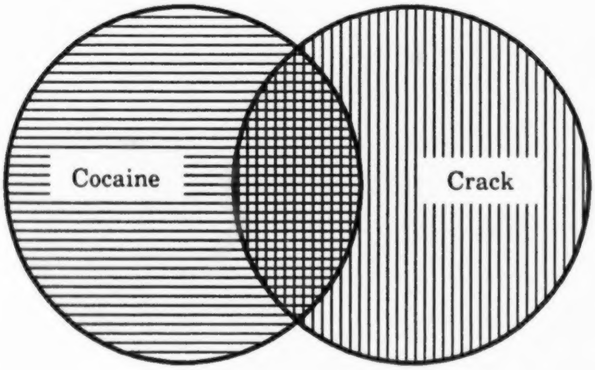

All Articles about Cocaine
All Articles about California
All Articles about Adolescents

A database will list many articles with the descriptor "California," "Cocaine" or "Adolescents," but you could still miss a vital article. Use the thesaurus, the *Subject Guide to IAC Databases* or other synonym books to find other descriptor for that term.

Concept A	Concept B	Concept C
Cocaine Crack	California	Adolescents Teenager

Use Boolean logic to formulate your search strategy. "And," "Or," and "Not" are the connections used to connect your search terms.

Or Connection


Cocaine
Crack

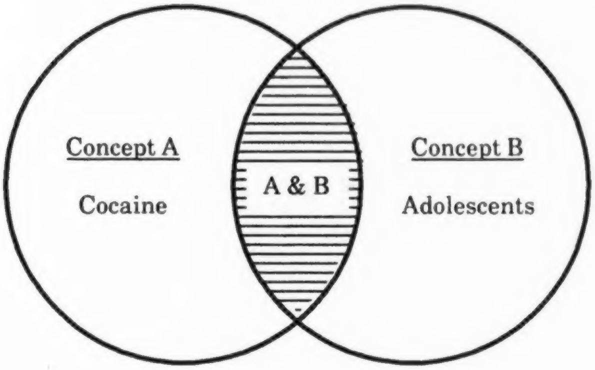
Concept A

Cocaine or Crack

The database will provide all the articles that have either cocaine or crack as descriptors.

And Connector

"And" retrieves only those citations which contain **both** A and B.


Concept A
Cocaine
A & B
Concept B
Adolescents

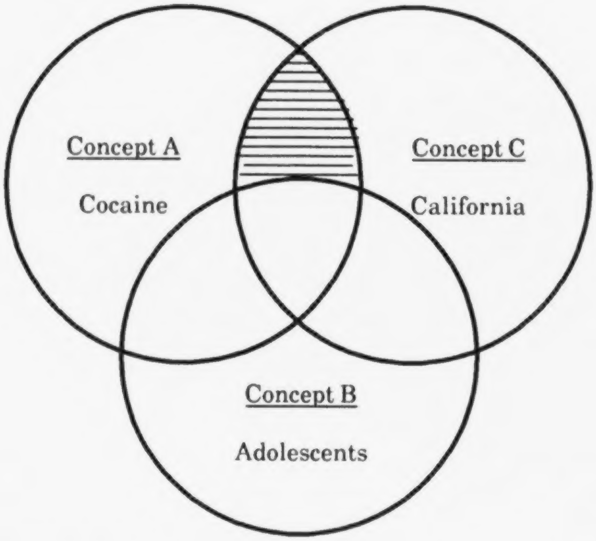
Concept A
Cocaine

and

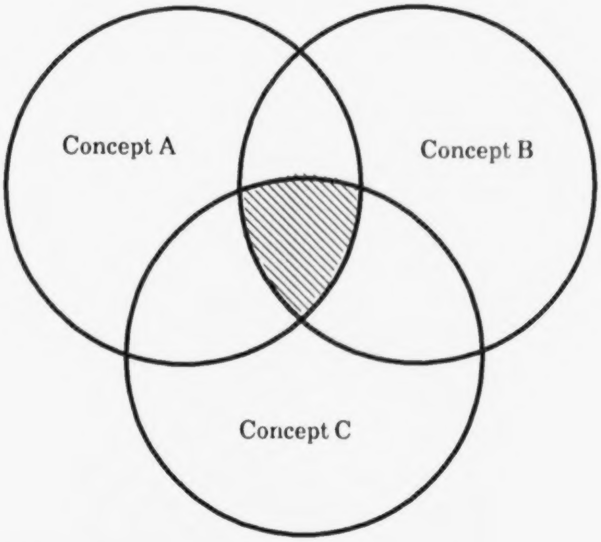
Concept B
Adolescents

Not Connector.

To exclude one concept use the Not connector. If you wanted the use of cocaine in California but not with adolescents your strategy would be: Concept A and Concept C not Concept B.


Concept A
Cocaine
Concept C
California
Concept B
Adolescents

The use of cocaine or crack
and
by adolescents or teenagers
and
in California.


Concept A
Concept B
Concept C

Only those citations that cite concept A, B, and C will be found.

SEARCH STRATEGY WORKSHEET

Searcher ______________________________

Class/Teacher ______________________________

Date ______________________________

* *

TOPIC ______________________________

____

____

DATA(S): ______________________________

CONCEPT A and CONCEPT B and CONCEPT C

↑

or

↓

Authors or companies: ______________________________

____

Years of coverage: ______________________________

Language: ______________________________

Other instructions: ______________________________

____

* *

Outline your strategy here:

SEARCH STRATEGY WORKSHEET

Searcher Linda

Class/Teacher Ms. Helen Young

Date January 5, 1988

* *

TOPIC The Use of Cocaine by Adolescents in California

DATA(S): 47 - Magazine Index

CONCEPT A	and	CONCEPT B	and	CONCEPT C
Cocaine		California		Adolescents
or				
Crack				Teenagers

Authors or companies:

Years of coverage: Since 1986

Language: English

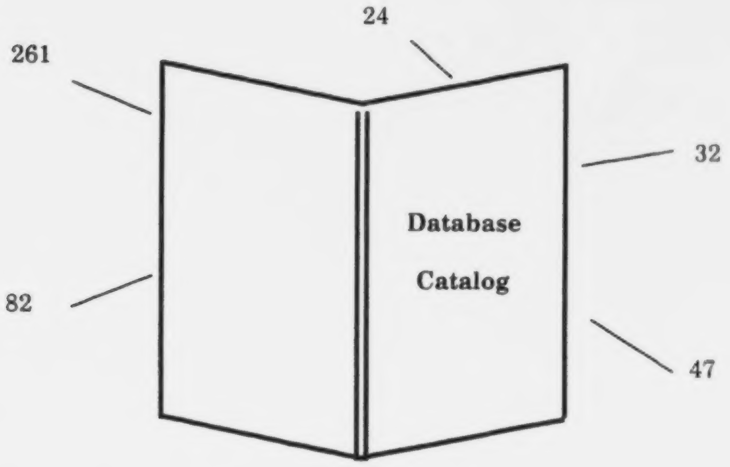
Other instructions:

* *

Outline your strategy here:

GOING ONLINE

After your strategy is complete, select the most appropriate database. Each vendor has hundreds of databases or files. Each database is a collection of records or individual units of information and each will have a unique number. For example: Dialog File 47: Magazine Index or Dialog File 261: UPI News.



Now you must decide how you want the results of your search.

Record FORMATS Commonly Used in Bibliographic Databases	
FORMAT 1	Accession Number only
FORMAT 2	Full Record except Abstract
FORMAT 3	Bibliographic Citation
FORMAT 4	File Dependent
FORMAT 5	Full Record (includes Abstract, if any)
FORMAT 6	Title only
FORMAT 7	Bibliographic Citation and Abstract
FORMAT 8	Title and Indexing

The library media specialist will place a local call to TELENET or Tymenet and then type in the "address" of the selected vendor. The password for that school will be supplied after logging on. Each vendor has a set of commands. The basic Dialog commands are as follows:

Abbreviation	Meaning
Bn	Begin in file number n.
ss	Select Steps. DIALOG will give each term typed in after ss a set number. DIALOG will also list the number of citations in the databwe that contain each term. A final set will list the total number of articles.
C	Combine. DIALOG will combine the sets using the Boolean operators (or, and, not). A set number will be assigned and the total number of articles will be listed.
t x/y/z	Type. DIALOG will type out the bibliography of articles in set number x using format y, precisely the latest z number of citations entered into the database.

REQUEST FOR ONLINE SEARCH

Name ____________________

Today's Date ____________________ Date Needed ____________________

Subject ____________________ Teacher ____________________ Grade ____________

Topic (be specific) ____________________

____

Key words to be used in search (include synonyms, closely-related phrases, scientific and technical terms)

____

____

Years for which topic is to be researched: ____________________

Information needed:

____________ Bibliographic citation

____________ Abstract (if available)

SEARCH STRATEGY

Database(s) needed ____________________ ____________________

Key Words:

A B C

Number of Citations needed 5 10 15 20

LIBRARY USE ONLY

Basic Index ____________________ Additional Indexes ____________________

Limiting ____________________ Format options 1 2 3 4 5 6 7 8 9

Cost ____________ Time ____________

____________ ____________

____________ ____________

ASSIGNMENT: ______________________
____

TEACHER: ______________________
MONTH/YEAR: ______________________

Date	File # & Name	Subject of Search	Connect Time (From Printout)	Cost	Purpose	Name of Searcher	Position Circle One)	Satisfied with Outcome	Comments of Searcher (Optional)	Comments of Librarian (Optional)
					Assignment Reference Question Search Strategy Other		Student Faculty Administrator	YES NO		
					Assignment Reference Question Search Strategy Other		Student Faculty Administrator	YES NO		
					Assignment Reference Question Search Strategy Other		Student Faculty Administrator	YES NO		
					Assignment Reference Question Search Strategy Other		Student Faculty Administrator	YES NO		
					Assignment Reference Question Search Strategy Other		Student Faculty Administrator	YES NO		
					Assignment Reference Question Search Strategy Other		Student Faculty Administrator	YES NO		

SAMPLE SEARCH

SEARCH TOPIC: Information about Stephen Donaldson, an author.

Begin in file 88, Biography Master Index.

Simply type in **End/SaveTemp** and DIALOG will assign a number to your search, hold on to it, and give you time to think.

```
                   b88
                         20oct83 13:17:27 User37306

File88:Biography Master Index
          Set Items Description
          --- ----- -----------
? ss       Donaldson, Stephen
            1      0 DONALDSON, STEPHEN
? End/SaveTemp
Serial#T6V8
            20oct83 13:18:16 User37306
    $0.23   0.015 Hrs File88
```

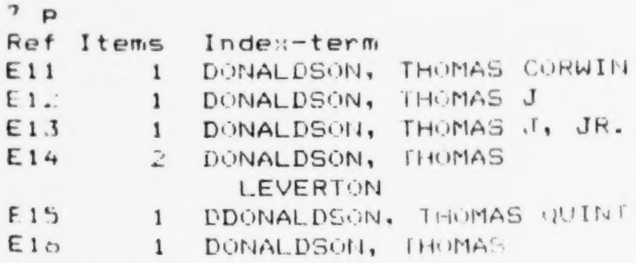
When a new strategy is formulated again logon and begin in file 88. Then type in **Execute #** (the assigned number of the search).

```
? b88
            20oct83 13:18:47 User37306
    $0.15   0.010 Hrs File88


File88:Biographyy Master Index
          Set Items Description
          --- ----- -----------


? .execute T6V8
                     0 DONALDSON, STEPHEN
            2      0 SERIAL# T6VV8
```

Type E, or **expand**, to see all the terms listed in alphabetical order near Stephen Donaldson:

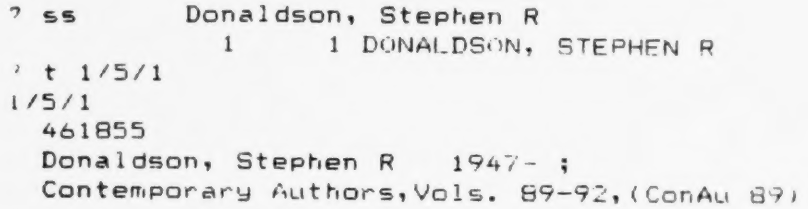
```
? e Donaldson, Stephen
Ref Items  Index-term
E1      1  DONALDSON, SIR STUART
             ALEXANDER
E2      1  DONALDSON, ST. CLAIR
             GEORGE ALFRED
E3        *DONALDSON, STEPHEN
E4      1  DONALDSON, STEPHEN R
E5      1  DONALDSON, T L
E6      1  DONALDSON, TED
E7      1  DONALDSON, TERRENCE LEE
E8      1  DONALDSON, THEODORE S
E9      2  DONALDSON, THOMAS
E10     1  DONALDSON, THOMAS BLAINE
                                 -more-
```

Type P, or **page**, will enable you to continue reviewing the list.



```
? p
Ref Items   Index-term
E11      1  DONALDSON, THOMAS CORWIN
E12      1  DONALDSON, THOMAS J
E13      1  DONALDSON, THOMAS J, JR.
E14      2  DONALDSON, THOMAS
              LEVERTON
E15      1  DDONALDSON, THOMAS QUINT
E16      1  DONALDSON, THOMAS
```

When you find an appropriate set, ask DIALOG to type set.



```
? ss       Donaldson, Stephen R
              1      1 DONALDSON, STEPHEN R
? t 1/5/1
1/5/1
  461855
  Donaldson, Stephen R    1947- ;
  Contemporary Authors,Vols. 89-92,(ConAu 89)
```

To save time in another search, you may choose to use truncation. Type in the stem of the word and add a ? symbol. DIALOG will search for all words beginning with that stem.

? ss laser?
1 1295 laser?

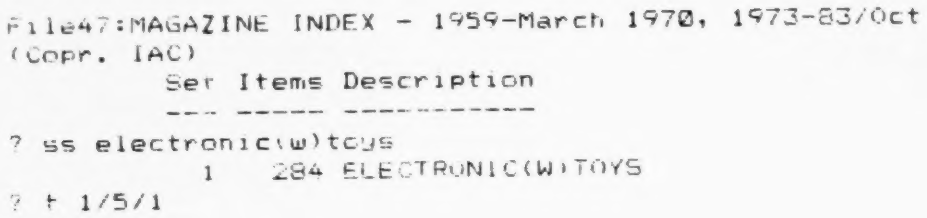
Truncation may be used in the middle of a word.

? ss wom?n
2 65927 wom?n

Or truncation may be used to take British spelling into account.

? ss organi?ation

When searching for a phrase, insert (w) between the words and add them to the set only if they are adjacent and in that order.



```
File47:MAGAZINE INDEX - 1959-March 1970, 1973-83/Oct
(Copr. IAC)
          Set Items Description
          --- ----- -----------
? ss electronic(w)toys
              1   284 ELECTRONIC(W)TOYS
? t 1/5/1
```

You can search for a phrase that contains two or more words in several ways.

? ss electronic toys	phrase appears as a descriptor or identifies only
? s electronic and toys	words may appear anywhere in the record
? ss electronic(w) toys	words must appear adjacent in this specific order
? ss electronic (1w) toys	one word may intervene
? ss electronic (f) toys	both terms may appear in the same field, in any order (A field is a portion of the record such as the title, abstract, etc.)

DIALOG will not search for stop words. These words (a, an, the, and, by, from, of, to, with, for) are included in almost every record in every database.

When searching for a phrase that contains a stop word, omit the stop word and insert (1w). If two stop words are in the phrase, omit them and insert (2w)

```
? ss law(2w)sea
              2    224 LAW(2W)SEA
? t 2/5/1
2/5/1
1649483    DATABASE: MI File 47
  Commission preparing sea-bed authority recesses first session.
  UN Chronicle    v20    p11(10)    June    1983
  CODEN: UNMCA
  illustrationn; photograph; portrait
  GEOGRAPHIC LOCATION: Indian Ocean
  GEOGRAPHIC CODE: I
  NAMED PEOPLE: Warioba, Joseph S.-selection and appointment
  DESCRIPTORS: United Nations. Preparatory Commission for the Internationa
Sea-Bed Authority-meetings; United Nations.  International Tribunal for th
Law of the Sea-meetings; Indian Ocean-military policy
```

The combine command may be used to perform Boolean operations, (and, or, not) on sets by their number.

C (8 and 9)

or (11 and 13)

not 16

As in math, DIALOG will work on the sets within the parenthesis first. This is called "nesting." A total of 29 sets may be combined in one statement!

As you become a more sophisticated online searcher, you will learn to use several tools to refine searches. These include the textbook *Guide to Searching*, the bluesheets on each file, and the *Chronolog*.

GLOSSARY

Abstract--A summary of a document, speech, article, etc.

Bibliographic--A description of a citation with respect to author, title, type of publication, date of issue, pagination, etc.

Boole, George--The English mathematician who invented algebraic logic.

Boolean Logic--A system of representing the relationship between sets.

Boolean Operators--The logical operators AND, OR, NOT which are used with the select steps and combine commands to manipulate sets.

Citation--The complete record or the bibliographic information of the book, pamphlet, magazine article, conference paper, etc.

Concept--A set of synonymous words, grouped with the Boolean operator OR.

Database--A collection, or file, or information organized especially for rapid search and retrieval. The databases are produced by many different organizations, typically the same indexing and abstracting services that produce the hard copy printed indexes that are the equivalents to the online databases.

Descriptors--An indexing term: i.e., a type of subject heading describing the content of a document. Descriptors are usually predefined in a thesaurus.

DIALOG--The computer program: i.e., the search system of the Lockheed Information Retrieval Service.

File--A group of related records that are handled as one unit. DIALOG.

Identifier--Used in bibliographic databases to refer to the terminology assigned to a record by an indexer, but not from a controlled vocabulary. (See Descriptor.)

Online--Allows a search to be processed while the user is connected to the computer. The searcher can alter the search in the middle of it and adapt it to circumstances.

Nesting--DIALOG performs the operations in parenthesis first.

Record--A unit of related information, an entry into the database.

Search Strategy--The plan for the way in which a request will be given to the computer. Includes sequencing terms, determining the relationship among the terms and sequencing the order in which they will be entered into the computer.

Set--A group of retrieved citations, with a number assigned by the DIALOG System.

Stem--The initial characters of a search term used with truncation to retrieve various suffixes; e.g., LIBRARY? to retrieve LIBRARY, LIBRARIES, LIBRARIAN, etc. (See also Truncation.)

Stop Words--DIALOG will not search for A, AN, THE, BY, FROM, OF, AND, FOR, TO, WITH because nearly every records in the database will contain these words.

Truncation--The ability to specify a search stem plus up to some specified or unspecified number of undefined characters to appear on the right of the stem or a specified number of characters embedded within the stem. (See also Stem.)

YESTERDAY'S NEWS

TIGER REVIE
That's News—

GOAL: To improve writing and research skills along with a better understanding of a significant historical event.

SUGGESTED GRADE LEVEL(S): 11-12

LEARNER OUTCOMES

Content Area: U. S. History, Journalism	Information Skills
The student will:	The student will:
1. Analyze primary resource information relating to historical events.	1. Select and use a variety of specialized reference tools in all subjects.
2. Recognize that history is a series of interrelated developments that afford the opportunity to learn from the past.	2. Assess sources for validity and authority (by date and by source).
3. Express concepts and ideas with clarity in both written and verbal forms.	3. Interpret statistical information displayed in specialized reference sources.
	4. Recognize stereotyping, bias and prejudice.

ACTIVITIES:

1. Each student will select a specific historical event and research not only that event but the time period and related events.
2. Compose a one-page, full-size newspaper or a 15-minute videotape news broadcast which must include the lead story and an economic story. The remainder may include weather, sports, fashion, editorials, editorial cartoon, obituaries, appropriate advertising, etc.
3. Document research using a specific bibliographic style.

RESOURCES: Media Center resources of all types.
The New York Times on Microfiche, Videotape Production Equipment, Graphic Arts Supplies.

EVALUATION: Teacher evaluation of finished product according to the grading system contained in the student handout.

NEWSPAPER RESEARCH PROJECT

A facsimile of a front page of a newspaper will be required of every student. The lead story must be about an important person, event, or thing in American history such as: Theodore Roosevelt, the election of 1960, the causes of WW II, the Battle of Gettysburg, historic court cases, the signing of the Declaration of Independence, etc.

In addition to the lead story, your newspaper **MUST** contain some economic news that is relevant to that period in American history. The rest of the front page can be composed of anything that would appear in a newspaper of that period such as: editorials, editorial cartoons, sports, cartoons, society, weather reports, stock market reports, obituaries, advertising, new discoveries, inventions, man-in-the-street interviews, etc. Use your imagination to create a paper that is interesting, unique and **FACTUAL**.

Your newspaper will be due _____________. Your newspaper will be gratefully accepted earlier. Extra credit will be given for newspapers turned in early (one point for each school day up to a maximum of 10 points). Only under **EXTRAORDINARY** circumstances will your newspaper be accepted after 3:25 on _______________. **YOU MUST HAVE MY APPROVAL, IN ADVANCE, IF YOUR PAPER IS TO BE TURNED IN LATE**! If you are absent (this means you are usually still working on your paper or recovering from staying up all night finishing your paper) or cannot bring your paper to school, send it with a friend, family or foe. If none of the above will come to your rescue, call me at school, and I will pick it up on my way home, if possible. **YOUR NEWSPAPER WILL NOT BE ACCEPTED WHEN YOU RETURN, EVEN IF YOUR ABSENCE WAS EXCUSED, UNLESS I HAVE GIVEN PRIOR APPROVAL.** You must select your topic before _______________, and it must be approved by me. You may change your topic only if you cannot get enough material on the subject or hate the topic so much that it is giving you nightmares! Therefore, I strongly recommend that you pick a topic and a time period that interests you, since you will be spending a lot of time researching it.

I am interested in your original and unique interpretation of the information you gather, not in something copied directly out of a book or other source of information. Claiming the work of others as your own is plagiarism and totally unacceptable. To avoid plagiarism, you must give credit to your source of information. If the words are quoted directly, enclose them in quotation marks; however, paraphrasing (using your own words) is a much more effective writing technique. On the back of your newspaper, you must list all of the sources you have used in a story. Use the following bibliographic form.

Hancock, John. (ed.). *Rabble Rousers in the Colonies*. New York: Harper and Row, 1983.

"Sitting Bull," *The Encyclopedia Americana*, Vol. 20 (1978), pp. 444-447.

"The Red Man's Last Stand," *Empire*, Vol. CCVI (April 19, 1965), pp. 3-7.

"John F. Kennedy Is Assassinated," *The New York Times*, November 23, 1963, Sec. 1, pp. 1-2.

Also include where each source may be located (home, CSU, OU, OSU, etc.). You will need to consult at least five sources (books, magazines, newspapers, textbooks, encyclopedias, etc.) for your research. You may use more than one encyclopedia or one textbook, but they will count as only ONE source.

Your newspaper will represent a considerable amount of work and should be a comprehensive and well-written presentation of the news of that day. Your lead story can, however, have information in it that was not known at the time of the event. An example of this is the JFK assassination including information on Lee Harvey Oswald.

Since your newspaper is a formal piece of writing, it must be presented in correct grammar. **DO NOT USE CONTRACTIONS. BE SURE EACH SENTENCE IS COMPLETE. IF I CANNOT FIGURE OUT WHAT YOU ARE SAYING, I CANNOT GRADE YOUR PAPER IN A MANNER THAT WILL PLEASE YOU!**

FORM: Use ink or typewriter. Print your story using single spacing. Divide the paper into six columns. Be sure your newspaper has a headline and a masthead (name of paper, date of publication, place of publication, and price).

It is helpful to cover who, what, where, when, why, and how when writing your story. Assume I am NOT well informed and tell me everything I need to know to understand what you are saying. Always use the full name of a person the first time the person is mentioned. In case of a question about plagiarism, you must convince me you did not copy information verbatim; therefore, I recommend that you save your research sources.

GRADING: Total Value: 300 points

Research: Total Value: 230 points

Main Topic: 150 points
Economic News: 30 points
Fillers: 50 points (These must be factual.)

Appearance: 30 points
Sources Used: 25 points
Instructions Followed: 15 points

SOURCE: Sue Sullivan
Putnam City North High School
(Used with permission.)

AMERICAN ENGLISH: Use and Abuse

GOAL: To provide opportunities for students to gain an understanding and appreciation of American English as a product of society.

SUGGESTED GRADE LEVEL(S): 11-12

LEARNER OUTCOMES

Content Area: Language	Information Skills
The student will: 1. Select appropriate word choices. 2. Use words that communicate specific meaning, avoiding ambiguity, slang, and stilted or artificial language.	The student will: 1. Differentiate between types of dictionaries. 2. Use an unabridged dictionary. 3. Access sources for validity and authority.

ACTIVITIES:

1. An introduction should be given on the history of language and the way that it changes and evolves. One of the following would be a good introduction. View and discuss one of the following:

   The Language of Man: How Words Change Our Lives
      Sound/Slide Center for Humanities
   Watch Your Language: Usage (and Abusage)
      Sound/Slide Center for Humanities
   A Common Tongue 16mm 58 min/col. Britannica

2. Each student will select two or more of the "Linguistic Projects." The finished report will be shared with the class.

EVALUATION:

Students will demonstrate a greater appreciation for the variety found in the English language. The grade could be divided 60% for written report and 40% for oral report to the class.

LINGUISTIC PROJECTS

1. Use three dictionaries (one an unabridged) to compare the definitions of the following terms.

   American English
   Black English
   parole
   Standard English
   lexicon
   language
   Phatic language
   dialect
   doublespeak
   slang

   Sources: *Oxford English Dictionary*
   Random House Dictionary of the English Language
   Oxford American Dictionary
   Webster's: Third New International Dictionary of the English Language

2. Define a regional dialect. Identify the six regional dialects in the United States and show their location on an outline map. Give an example of each.

   Source: *American Speaking*, NCTE

3. Rewrite a well-known short, children's book using one of the six American dialects. Use as an example:

   The Night Before Christmas by Clement Moore and *The Cajun Night Before Christmas* ed. by Howard Jacobs.

4. Select three names of persons in your family or a prominent person and research the story behind their names

   Sources: *First Names First* by Leslie Alan Dunkling
   New Dictionary of American Family Names by Elsdeon Smith
   What's in a Name by Favius Friedmann
   The Oxford Dictionary of English Christian Names by E. G. Withycombe.
   Merriam-Webster Pocket Dictionary of Proper Names

5. Select a sport and make a list of words and phrases used in that sport. Write a short article for the sports page of the paper discribing a game or activity using as many of these phrases as possible.

   Source: *Baseball Language: A Running Press Glossary* by Richard Schell
   Sports Lingo: A Dictionary of the Language of Sports by Harvey Framner

6. Select three curious words or phrases that you have heard and trace their origin. Example: "smart as a whip."

Sources: *Thereby Hangs a Tale: Stories of Curious Word Origins* by Charles Funk
A Hog on Ice and Other Curious Expressions by Charles Funk
Everyday Phrases: Their Origin and Meaning

7. A linguist has called clichés a "well-worn substitute for thinking." Find three examples in print that use clichés and rewrite them using a more appropriate word or phrase.

Source: *A Dictionary of Clichés* by Eric Partridge
The Dictionary of Clichés by James Rogers

8. Research the story behind the following place names.

Jerusalem
Rome
Brooklyn
Oolagah
Krebs
Okay

Source: *Americana Encyclopedia*
Oklahoma Place Names
Place Words by Bill Severs
Words on the Map by Isaac Asimov

9. Select six scientific terms from a science class that you are currently taking. Research the word history for each.

Source: *Words of Science* by Isaac Asimov
More Words of Science by Isaac Asimov
Naming Living Things by Sarah Riedman

10. Read the introduction and/or preface of one of the following "slang" dictionaries. It will give a good explanation of what is meant by "slang" and why it is important. Write a two-paragraph essay that is an argument for or against the use of "slang."

Source: *Dictionary of Slang and Unconventional English* by Eric Partridge
Slang Today and Yesterday by Eric Partridge
Dictionary of American Slang by Harold Wentworth and Stuart Flexner

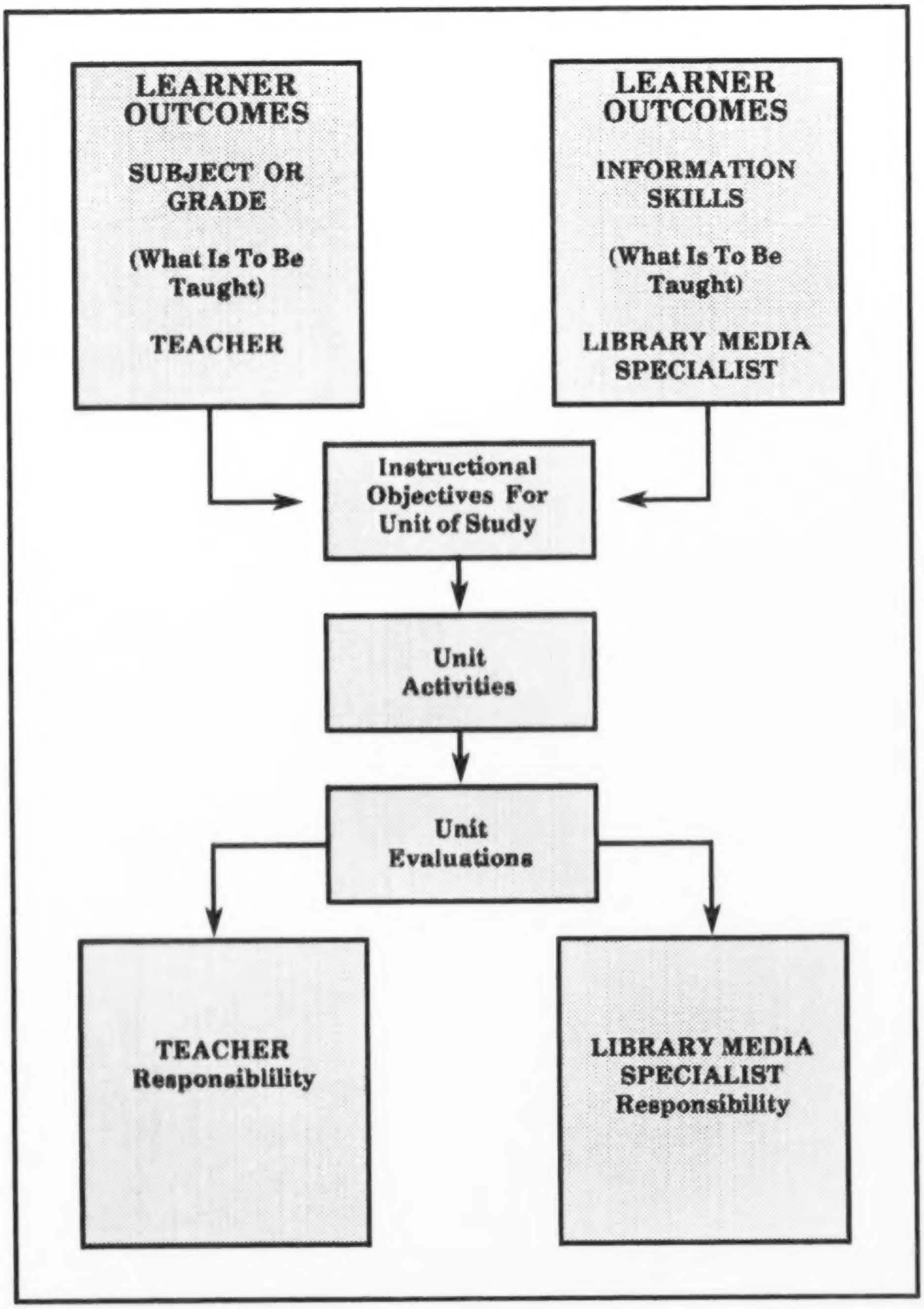
11. Define "double speak" and find two examples of it in a newspaper or news article. What is the origin of the word?

Source: *Double Speak in America* by Mario Pei
Weasel Words: The Art of Saying What You Don't Mean by Mario Pei.

12. All professions take words and use them in special ways. This is called "jargon." Select a trade or profession and list as many "jargon" words as possible for that group. You may use a glossary of a book about the trade or conduct an interview.
Example: In the printing trade, they use the words "stuffer" and "widow," but their meaning is not found in a standard dictionary.

13. Research and literature provide examples of the importance placed on proper speech for social acceptance and success. Agree or disagree giving sources to support your argument.

APPENDIX


LEARNER OUTCOMES
SUBJECT OR GRADE
(What Is To Be Taught)
TEACHER
LEARNER OUTCOMES
INFORMATION SKILLS
(What Is To Be Taught)
LIBRARY MEDIA SPECIALIST
Instructional Objectives For Unit of Study
Unit Activities
Unit Evaluations
TEACHER Responsibility
LIBRARY MEDIA SPECIALIST Responsibility

Date: ____________

CURRICULUM INVOLVEMENT OF THE LIBRARY MEDIA CENTER

To be completed by library media specialist

Curricular Area: ____________ Unit Title: ____________ Grade Level: ____________

Teaching strategies used:

MEDIA ACTIVITIES

Information skills taught (if needed):

Classroom activities:

How well did the activities contribute to the unit?

How well did the library media collection respond to unit objectives?

Scale:
5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

_____ diversity of formats (books, AV)?

_____ recency (book, AV up to date)?

_____ relevance of collection to unit needs?

_____ duplication (enough materials for number of students taught)?

_____ reading/viewing/listening level ok for all students?

What do we need that we don't have (books AV, periodicals, etc.)?

How well did the LMC staff, facilities, and equipment function?

How well did students respond to the LMC activities and materials?

Compliments and notes for improvement:

Date: ____________________

UNIT EVALUATION
To be completed by teacher

Curricular Area: ________________________________ **Unit Title:** ______________________________ **Grade Level:** __________

Teaching strategies used:

MEDIA ACTIVITIES

Information skills taught (if needed):

Classroom activities (brief description)

How well did the activities contribute to the unit?

How well did the library media collection respond to unit objectives?

Scale:
5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

_____ diversity of formats (books, AV)?

_____ recency (book, AV up to date)?

_____ relevance of collection to unit needs?

_____ duplication (enough materials for number of students taught)?

_____ reading/viewing/listening level ok for all students?

What do we need that we don't have (books AV, periodicals, etc.)?

How well did the LMC staff, facilities, and equipment function?

How well did students respond to the LMC activities and materials?

Compliments and notes for improvement: